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To describe provisions for school library services in schools for the deaf, 17 public residential, five private residential, and eight public day schools were selected for on-site visits. An interview checklist was constructed and used at each school. The lack of library personnel, the use of untrained and trained personnel, the provision and quality of quarters and equipment, expenditures, the quality and quantity of book collections and the quantity of visual materials, and the status of the library program are discussed. Recommendations are made for standards, including personnel qualifications, supportive staff, and class load, quarters (with sample floor plans), equipment, expenditures for printed materials, size of book collections, and guidelines for programs. (GD)

Report

On

Phase I - School Library Programs in Schools for the Deaf

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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By

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For

The Convention of the American Instructors of the Deaf

Under

Contract OE O4-19-O66

U. S. Department of Health, Education and Welfare  
Office of Education  
Captioned Films for the Deaf

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## INTRODUCTION

### BACKGROUND AND PURPOSE OF PROJECT

Standards for School Library Programs was published by the American Library Association in 1960. From that time forward concern was felt by administrators and librarians in the field of the education of the deaf as to how schools for the deaf might be measuring up to the Standards recommended for schools for the hearing.

In addition to this concern, those who gave serious thought to the matter of library services in schools for the deaf had grave doubts as to the adequacy of standards for regular schools in schools which were faced with the special communication and learning problems of deaf students.

Because of the many special factors operating in the education of the deaf, it seemed desirable to those experienced in both the fields of librarianship and in the education of the deaf, that special standards be developed to insure adequate school library service for deaf students.

As discussions were begun regarding the formulation of such standards, it soon became clear that no one knew whether a corps of school library personnel existed. In the cases where it was known that personnel was assigned to a school library, no one knew what their professional training and qualifications were. There was similar lack of information regarding library quarters and equipment, expenditures, collections of books and other materials, and program.

The Captioned Films Office also had, and continues to have, a deep interest in how its films were being handled and used in the schools, whether through the library or through a separate department. This interest plus the rapidly changing concept of what the modern school library should be, and the growing interest in integrated centers (libraries) where all materials are housed, organized, used and circulated further reinforced the feeling that much information was needed before work could begin on the formulation of school library standards which would apply to schools for the deaf.

#### Status Study

Because of this dearth of information, a Status Study was proposed to ascertain what in fact did exist, and to describe in tabular and narrative form what provisions were being made for school library service in schools for the deaf.

Both the Convention of the American Instructors of the Deaf and the Captioned Films Office studied the possibilities and value of a Status Study. A project outlining such a Status Study was drawn up, submitted by the Convention, and funded by the Captioned Films Office.

Mrs. Patricia Cory, Director of Library Services and Visual Education at the Lexington School for the Deaf, was appointed Project Director. Office space was secured at the Lexington School, and a small staff was assembled consisting of a Research Assistant and a secretary.

Two School Library Specialists, acknowledged by the profession as outstanding in the field, were engaged and served as Consultants for the entire duration of the Project. They were Dr. Frances Henne, Professor of Library Service, Columbia University and co-author of Standards for School Library Programs, and Miss Mae Graham, Supervisor of School Libraries, Maryland State Department of Education.

In the fall of 1964 an Advisory Council was appointed from the field of the education of the deaf to guide the Project staff along broad policy lines, to advise in general the direction and execution of the Project, and to assist ultimately in securing acceptance and implementation of school library standards by schools for the deaf.

Members of the Advisory Council were:

Mr. Lloyd A. Ambrosen, Superintendent  
Maryland School for the Deaf  
President, The Convention of the American Instructors of the Deaf

Mrs. Betty Bollback Evans, Educational Consultant  
Pennsylvania School for the Deaf

Dr. William J. McClure, Superintendent  
Indiana School for the Deaf

Miss Marjorie E. Magner  
Supervising Teacher, Lower School  
The Clarke School for the Deaf

Mrs. Lucille Pendell, Librarian  
Gallaudet College

Dr. Stanley D. Roth, Superintendent  
Kansas School for the Deaf  
(Dr. Roth joined the Council when he assumed  
the Presidency of CAID in July 1965.)

Mr. Ben M. Schowe, Jr., Librarian  
Ohio School for the Deaf

Dr. Roy Moore Stelle, Superintendent  
New York School for the Deaf

### The On-Site Visits

From the very beginning on-site visits had been planned. Originally visits had been scheduled to 18 schools. The criterion for choice of these interview schools was based on a geographic distribution of public residential, private and denominational residential, and public day schools. Representative schools by population and geographic location were chosen for each type of school.

When the direction of the Project was changed to a Judgmental report, the U. S. Office of Education recommended expanding the number of schools to 30, a reliable enough sample to secure a valid return.

The schools visited by the Project staff during the time period from March 1965 to November 1965, were as follows:

#### By Type

Public Residential	17
Private Residential	5
Public Day	<u>8</u>
	30

#### By Region

Far West	3
Middle West	9
South East	<u>3</u>
North East	<u>15</u>
	30

#### By Student Population

Under 250	15
Over 250	<u>15</u>
	30

#### Procedures

An interview Checklist was constructed and used at each school visited where there was a librarian and/or a library.

The Checklist called for a description of the library quarters, and their location in relation to group or groups served. Intentions for the future were elicited, and the interviewer noted the degree to which the faculty and student's were using the facilities. (See Appendix A.)



## Questionnaire

The Project outline regarding the study specified the construction of a Questionnaire to be sent to a population of 100 schools, including public residential, private residential, and public day schools. Day classes were not included because of the large number of variables.

The Project had the part-time assistance of Dr. Joseph Rosenstein, Director of the Research Department at the Lexington School. The Research Assistant working under Dr. Rosenstein's supervision, began to work on the construction of a Questionnaire covering five major areas of school library service: personnel, library quarters and equipment, expenditures, collections, and program.

The Library Specialist Consultants met and made many suggestions as to the substance and content of the Questionnaire. The Advisory Council also met and approved the subject coverage, but urged that the form be simplified and shortened.

Consequently, the Research Assistant and Project Director worked on revision of the Questionnaire in accordance with the Advisory Council's advice. It was then sent to the Captioned Films Office on December 18, 1964. After some months of review and study, the Questionnaire was drastically revised by Mrs. Cory and Miss Graham with the assistance of Miss Mary Helen Mahar, School Library Specialist in the U. S. Office of Education. The revised form reduced the Questionnaire to only 11 pages. It was re-submitted in August 1965.

Due to regulations governing large mailings, the Questionnaire did not receive clearance, and the plan for mailing it to 100 schools was abandoned.

## Judgmental Report

It was the opinion of Mr. Gilbert Delgado and of the staff consulted in the U. S. Office of Education that a large amount of information had already been collected from the on-site visits to schools which had been carried on during the 1965 spring semester. Therefore, it was proposed that a Judgmental Survey be made, using the very considerable body of information already collected and expanding the number of schools visited to 30, which would be approximately one-third of the total number of schools for the deaf.

The direction and the ultimate goal of the Project was thus changed to focus on a Judgmental report based on the professional opinion of what was observed directly during the on-site visits to 30 schools for the deaf.

The interviewer paid particular attention to whether the library personnel placed emphasis on the broad and important aspects of school library service, or whether the personnel was preoccupied with small and relatively unimportant details.

A list of children's book titles was constructed to check against the card catalog in each school. (See Appendix B.) The 75 titles on the list were selected from five sources:

1. The Children's Catalog (H. W. Wilson Company) which is a standard selection tool in all children's libraries. A random selection was made of double-starred titles. (Double-stars indicate very highly recommended books for first purchase.)
2. The Newton Bibliography of Books recommended for use with the deaf. Many of these titles were identical with those chosen from The Children's Catalog. Both, for example, recommend such titles as, "Little Women."
3. A selection of books that had been reviewed favorably in the Volta Review.
4. A list of seven titles prepared by the staff of the Office of Children's Services, The New York Public Library, and judged to be of very low literary quality. These are books which would not be recommended by a group of experts in the field for inclusion in a children's or a school library.
5. A list of seven titles from the latest annual list of children's books selected by the staff of The New York Public Library as being the outstanding children's publications of the current year.

It is obvious that the first four categories of titles included on the Checklist were intended to test the quality of the book collections. The fifth category represented a check on the immediacy, or up-to-dateness, of the book collections.

After the decision was made to do the Judgmental report, the interviewer also used the revised Questionnaire as an additional guide, in so far as circumstances permitted. In the case of one day visits, it was not possible to interview personnel, observe the program in action, fill in the interview Checklist, check the list of book titles against the card catalog, and fill out every item on the revised Questionnaire.

The information secured on the current status of school library service through the 30 on-site visits is herewith reported in Section One under five major chapter headings representing the major areas of importance affecting school library service in schools for the deaf.



Section Two presents recommendations for consideration for standards for library programs in schools for the deaf.

The group responsible for this report hopes that the Captioned Films Office and the Convention of the American Instructors of the Deaf will extend this Project to permit a year's discussion of the recommendations<sup>i</sup> by a larger group of educators of the deaf. We feel that wide discussion and full understanding are necessary if the standards are to be adopted and implemented.

We propose that two conferences be held: one in the fall of 1966, and the second in the spring of 1967. During the first conference, the Library Consultants and members of the Advisory Council would present the recommendations and discuss how the quantitative formulas were developed as well as the professional basis for personnel and program recommendations.

Committees from among the group would be appointed to review each chapter, and report back at the spring conference.

Recommended standards formulated would be presented to the membership at the 1967 meeting of the Convention of the American Instructors of the Deaf for endorsement and adoption.

## CHAPTER I

### STATUS OF LIBRARY PERSONNEL

The effectiveness of library service is largely determined by the quality and quantity of library personnel, and personnel was clearly the key to the quality of library service in each of the 30 schools observed.

The status of personnel was as follows at the time of the on-site visits:

1. No Personnel was assigned to the library in ten schools; one was a public residential school, four were private residential schools, and five were public day schools.
2. Untrained Personnel was assigned to the library in two schools. Both were public residential schools.
3. Trained Personnel was assigned to the library in 18 schools; 14 were public residential schools, one was a private residential school, and three were public day schools. One public residential school and one private residential school had two librarians each.

In general, the above categories reflect the following conditions:

Lack of any Assigned Personnel represents the very lowest degree of library resources, and in fact, insures that faculty and students have very little in educational resources other than standard text books.

No Personnel also usually means, though there were a few exceptions, that there is no library room in the school, and no collection of books that would qualify as a library collection.

Untrained Personnel assigned to some category of position in the library quarters represents a very slight improvement. To have untrained personnel assigned to the library indicates that there is a library room, or rooms, in the school; some collection of books and other materials; and someone to keep order and attend to the clerical aspects of circulation and processing.

Professionally Trained Personnel. In the 18 schools where 20 persons were assigned to library work, it was apparent that in almost all schools professional services were being rendered to the faculty and students. For example, in addition to library quarters, the presence of a trained educator in charge of the school library results in the steady continuing selection and acquisition of a wide range of educational materials, as well as provision of useful programs of instruction, reading guidance, reference services, storytelling, book reporting, and literary discussions.

## DESCRIPTION OF SCHOOLS VISITED IN RELATION TO PERSONNEL

### Schools With No Library Personnel

Library service and program did differ in some degree among the ten schools reporting that they had no librarian.

### Residential Schools

In one public residential school and in two of the private residential schools, efforts were being made on the part of the administrators to supply some supplementary books and/or audio-visual service to the faculty and students.

In these three schools, books for the library were purchased either by a supervising teacher, a building principal, or classroom teachers who had been given special assignments to work in the library one or two periods a week.

Classes were brought to the library, or libraries, by their classroom teachers who gave the students a variety of experiences, ranging from merely having the teachers tell a story, teach the use of reference books, or work on a homework assignment.

Children and teachers in these schools seemed to be at a disadvantage because:

1. There is no central and continuing guidance in the library.
2. There are limits to the time and energy which busy supervisors can devote to the library. Consequently, very few new books are purchased in any given year even though funds may be available.
3. There are severe limits to what individual classroom teachers can do in one or two periods per week assigned to the library.

PERSONNEL-Table I  
Professional Background of  
Personnel Assigned to the  
Libraries of Schools in the  
Sample, By Type of School

Schools	Public Residential Schools			Private and Denominational Residential Schools			Public Day Schools		
	None	Untrained	Trained	None	Untrained	Trained	None	Untrained	Trained
1.			X						
2.			X						
3.		X							
4.			X						
5.			X						
6.			XX(1)						
7.			X						
8.		X							
9.			X						
10.			X						
11.			X						
12.			X						
13.			X						
14.			X						
15.			X						
16.			X						
17.	X								
18.				X					
19.				X					
20.				X					
21.				X					
22.						XX(1)			
23.									X
24.							X		
25.							X		
26.							X		
27.							X		
28.									X
29.							X		
30.	1	2	15	4	0	2	5	0	3

(1) Two trained librarians in the school.

4. Teachers' authority to program library services and authorize expenditures is usually limited.
5. Individual classroom teachers are knowledgeable about the level at which they teach, but may not be cognizant of the needs of levels below and above, nor are they familiar with books and other materials at all levels.
6. Finally, since neither supervisors nor classroom teachers ordinarily have any training in librarianship, they do not have the expert knowledge to organize collections. Even in schools where the administrator is trying to fill the gap left by the lack of a librarian, the collections are out-of-date and disorganized. Such antiquated systems of indexing and shelving are used that easy access to library materials is difficult and use is discouraged.

One of the private residential schools among the ten in the "No Personnel Category" justifies the lack of the position of librarian on the faculty because a branch of a public library is situated a few blocks away. A school library is geared to serve the particular school's needs and curriculum, its materials are selected accordingly, and its personnel is trained to understand the special needs of the school or institution which it serves. Public libraries are established by law to serve the general public, and they do not have appropriations or staff to serve all of the highly specialized interest groups in a community. This is not to say that deaf students should not be encouraged to use public libraries. But public libraries are not substitutes for school libraries. No public library can, or should be, a substitute for a school library.

#### Day Schools

A group of schools in which very poor conditions exist in the area of school library service consists of the five public day schools in which no librarians are assigned.

One has an itinerant library clerk one day per week. A collection of a few hundred worn books is shelved in a second floor corridor and no seating is provided.

Another has the volunteer services of a dedicated teacher whenever he has a free moment, or for a few minutes during the lunch period. In this school, the printed presses have been shifted over by about six feet and three old sections of book shelves have been moved into a corner of the printing shop.



About 500 worn books plus a table and two chairs complete the library in this school.

At another of the public day schools the PTA appropriated \$300 for the purchase of library books. They are housed under a stair well and a volunteer parent is in attendance several hours per week.

The fourth school has a library room three times the size of a classroom and units of books arrive from the Board of Education Headquarters. However, the room has to be kept locked since no one is in attendance. One teacher is assigned to this library forty minutes per week.

The fifth school could qualify for a librarian to be assigned from the Board of Education, but the principal prefers not to have one due to the firmly held belief that no librarian could understand the deaf. This school had no library room at the time of the on-site visit, and it was reported that the library book collection was in crates in the basement.

#### Schools Using Untrained Personnel

Untrained personnel is assigned to the library in two of the schools visited. Both are public residential schools.

The term "untrained" is used here to describe a person who has never studied in the field of librarianship, or in the fields of education, or special education of the deaf.

One of the untrained persons is a high school graduate and former secretary. He is operating solely on the clerical level, and has no knowledge of the learning processes and education, in general. He is not knowledgeable about the school's curriculum, and seems totally unaware of the special communication and reading problems of the deaf. He has no appropriated budget for the purchase of materials.

The second untrained person works only half-time. He had some college training a number of years ago. He is warm and pleasant with the children. However, the supervisors expressed the desire for a professionally trained person and the "librarian" as well expressed the hope that the school could secure the services of a fully-trained school librarian.

At this school a very modest amount of books is purchased annually. The filmstrip and record collections are kept under the supervision of an administrative staff member.



A few classes are scheduled for library periods though it is obvious, under the circumstances, that activity is primarily confined to the exchange of books.

### Schools Using Trained Personnel

As noted before, there are 20 persons in the 18 of the 30 schools visited who have had professional training of some type. The types and combinations of degrees and professional backgrounds vary greatly: A.B., B.S., B.S. in Library Science, M.A., M.L.S. (See Table II.) Of the 20, 11 are trained in Library Science, four of these being deaf graduates of the Library Science Department at Gallaudet College. None of the trained persons assigned to full-time library service are trained teachers of the deaf.

Five have some training in both fields. For example, one person holding the Master of Library Science degree also has 27 hours in Special Education, and 14 years working experience in a school for the deaf. Still another, who has an M.A. in Education, now has earned 21 hours in Library Science.

Whatever the combinations of degrees, these persons, with but one or two exceptions, are functioning at professional levels, have an understanding of education and problems of the deaf. They are able to exercise wise judgments in the selection of appropriate materials, communicate directly with the children, conduct programs for class groups, and work with individual students and faculty members.

The professionally trained personnel, described above, accept in philosophy the concept of a total library embracing materials in all forms, from print to films, filmstrips, records and transparencies. They do not all, in fact, have such integrated material centers due to differing administrative patterns, but they do accept, in principle, the concept of a total materials center.

### Size of Staffs

Almost all of the schools have insufficient numbers of personnel. Only two schools have two professionally trained librarians with supporting secretarial help.

The remaining 16 school libraries are inadequately staffed from a quantitative point of view. For example, a school of 500 residential students on campus twenty-four hours a day and on week-ends, has only one librarian with no clerical assistance provided. In such schools, where only minimal services can be given, this service is then often restricted to books alone, and such hard-pressed librarians are unable to assume

PERSONNEL-Table II  
Educational Background of Trained  
Personnel Assigned to Libraries of  
Schools in Sample, By Type School

Schools	B.S.	A.B.	B.L.S.	M.L.S.	M.A. in Education of the Deaf	Gallaudet Training Program - B.S.	Additional Credit Hours
Public Residential							
1.		X		X		X	X 27 (1)
2.							
3.		X					
4.						X	
5.		X	X				X 12 (1)
6. (2)		XX		X	X (3)		
7.					X (3)		
8.					X		
9.		X					
10.						X	
11.					X		X 27 (4)
12.					X (5)		
13.		X	X				
14.						X	
15.						X (also has M.A.)	
16.		X					X 27 (5)
17.						X	
Private Residential							
18.					X		
19.				X			
20.		X					
21.	X						
22. (2)				X	X		
Public Day							
23.		X					
24.							
25.							
26.							
27.							
28.	X						X 27 (6)
29.							
30.					X		X 23 (6)

- (1) Hours in Special Education. (4) At accredited library school.  
 (2) School has two librarians. (5) In General Education.  
 (3) Incomplete degree at time of report. (6) By city school board in-service training.

the additional responsibilities for audio-visual materials.

In summary it can be said, that in general, the professionally trained people in 18 of the schools, although they do not have adequate help, are functioning professionally, have full faculty status, and are a dedicated, energetic, hard-working group making important contributions to their school's total program.

Since increased budgets, improved quarters, and good service follow good personnel, it can be reported that in virtually everyone of the schools having professionally trained librarians, plans are being made for increased expenditures for materials, and for expanded and remodeled quarters. In a few instances, the administrations are beginning to recognize the fact that additional personnel will be needed to give the kind of library service needed in a school for the deaf.

### Three Wishes

In each of the schools visited, when there was a person working as a librarian, the following question was asked: If the librarian could have three wishes for the library, what would they be in order of importance?

The answers were revealing. (See Appendix C.)

The professionally trained people (with one exception who refused to answer) had no trouble in thinking of many things they wanted for their libraries. The top three items wished for were:

1. Adequate quarters meeting or surpassing all ALA Standards.
2. More adequate budgets for all items (books, visual materials and equipment).
3. Clerical help to release the librarian's time for professional work.

These wishes are all not only professional and legitimate, they are obviously highly desirable high priority items. They also reveal the most pressing needs felt in the libraries in the 30 schools for the deaf in the sample.

The untrained people had difficulty in thinking of improvements, although one finally formulated four wishes including the wish that his school might recruit a professionally trained person. One of the untrained persons had no wishes since he thought the library was perfect. This was in a school which had no budget whatsoever for books.

## CHAPTER II

### STATUS OF LIBRARY QUARTERS AND EQUIPMENT

In this Chapter description of the actual library quarters visited will be given and discussed. Recommendations for special features desirable in library quarters in schools for the deaf and three sample floor plans will be found in the Section where specifications suggested for possible standards are presented.

#### Floor Space and Seating Capacities of Library Quarters

Very few of the 30 schools for the deaf meet minimum Standards for hearing schools in size, in seating capacity, or in attractiveness. Sixteen schools fall below seating capacity Standards, for example. Several had such small and oddly placed quarters that floor space figures are meaningless for the sample as a whole and only the ten schools (1) offering the best services are included in Table III, which reports floor space and seating capacities.

In general, the public day school libraries are in the poorest condition; some of them are using drab, dark corridor corners, a corner of a printing shop, or space under stair wells. One such school had zero seating capacity, and another had seats for two.

Generalizing again, the public residential schools are in better condition, although their library quarters necessarily reflect the age and condition of the buildings in which they are located and the degree of crowding current in each institution. They do, however, generally come closer to meeting Standards for size and seating capacity.

Table III shows the library floor space and seating capacity in the ten schools considered to have the best current library service in the sample. The figures should be studied in relation to the National Standards. Seating capacity of a minimum of 45 to 55 students is recommended for schools having 200-500 students. The Standards do not offer any figures for schools under 200 that would be meaningful for schools for the deaf.

- 
- (1) The ten schools providing the best library services in the opinions of the observers are discussed in the Chapter on Program.



The Standards also recommended in 1960 that the dimensions of the reading room (usually the library's principal or main room) allow for 30-35 square feet per reader. Because of increasing demands made by changing curriculum this figure is now considered out-of-date and will be revised upward during the next year.

### Appearance and Attractiveness

The appearance and attractiveness of the quarters generally reflected the presence, or lack of personnel, as well as the attention, or lack of it, on the part of the school administration.

For example, libraries having full-time personnel were generally neater and more pleasing in appearance. Three newly remodeled libraries, two libraries situated in new buildings and one housed in a separate building stand out as the most attractive quarters. In all of them the decor is pleasing to the eye providing attractive backgrounds and contributing to pleasant atmospheres.

Other than the six libraries described above the libraries in the sample generally need refurnishing and redecorating, and due to crowded and cramped conditions, the library's appearance in too many schools is not neat or pleasing to the eye.

One of the largest public residential schools is considering a move to much larger and remodeled quarters as its new building program releases space. Another medium-sized public residential school is building a new school which will have a library suite of rooms whose floor space will total over 6,000 square feet.

### Relationship of Quarters to Program

Ample quarters in themselves do not assure a good library program and while good programs may be handicapped by poor conditions they cannot be completely repressed.

For example, two of the largest single-room libraries, both with seating capacities of 100 plus, have sparse collections which are little used. In both of these schools the libraries function primarily as old-fashioned study halls with no program of library services.

On the other side of the coin, one school with small and crowded library quarters consisting of two adjoining classroom-size rooms with a total of only 609 square feet, and seating capacity of only 35 has one of the most active programs in the sample. It houses over 11,000 volumes,

TABLE III  
Floor Space and Seating Capacity  
in Ten Libraries in the Sample

Schools	Population	Floor Space in Library	Seating Capacity in Library
Public Residential			
1.	128		36
4.	230	4,000 sq. ft.	120
5.	239	800 sq. ft.	35
6.	264	609 sq. ft.	35
10.	434	900 sq. ft.	50
14.	467	3,031 sq. ft.	83
15.	488	1,568 sq. ft.	34
16.	526	1,916 sq. ft.	84
Private Residential			
22.	319	1,342 sq. ft.	55
Public Day			
30.	450	798 sq. ft.	34



900 filmstrips, and the captioned 16mm film collection. Circulation runs around 2,000 per month, and the program and services are provided by two professionally trained librarians supported by a full-time clerk-typist.

The Status Study shows that there is not always a direct correlation between the quality of library service and library quarters. However, it is desirable to have adequate quarters and attention should be given not only to size and seating capacity, but also to special features which might be desirable in schools for the deaf.

Such factors as acoustical treatment, amplification, and age range to be served will affect the planning for library quarters. Suggestions regarding quarters will be found in Section Two on Recommended Standards.

### Equipment

In general, there is little equipment in the libraries in schools for the deaf.

Two libraries in the sample did not even have their own typewriters.

Nine of the ten schools judged to have the best current library programs have their own filmstrip projectors, and 16mm motion picture projectors together with screens for projection. These are for use solely in the library and are in addition to equipment for use in classrooms.

Schools with separate audio-visual departments keep equipment necessary for using such materials either in their own offices or have it decentralized in various buildings.

Only one school library has a group hearing aid, and four have blackboards on a permanent basis.

Only one school has wired the visual education room with jacks so that Y cords for ear inserts or head phones may be plugged into the sound system for motion pictures.

Only one school library in the entire sample reported that it had, and was responsible for, any sizable amount of educational equipment. This school's library reported that it has the following equipment, both for use in the library and circulation to the classrooms:

- 4 16mm sound motion picture projectors.
- 1 8mm silent cartridge motion picture projector.
- 11 filmstrip projectors.
- 2 2x2 slide projectors.
- 5 overhead projectors.
- 2 opaque projectors.
- 2 tachistoscopes.
- 3 individual filmstrip viewers.
- 1 auditory trainer (each classroom has its own permanently installed group hearing aid).
- 2 polaroid cameras.
- 1 regular camera.
- 1 T.V. receiver equipped with special band to receive Board of Education broadcasts.
- 1 permanently installed screen.
- 3 portable screens.
- 2 typewriters.

Status regarding equipment in all schools will be changing rapidly over the next few years as the many facets of the Captioned Films program develop. But the status during the year the survey was made was not good from the view point of equipment in the majority of the school libraries.

## CHAPTER III

STATUS OF EXPENDITURES1960 ALA QUANTITATIVE STANDARDS ON EXPENDITURES

The ALA Standards on minimum expenditures refer to general principles and to several different categories for expenditures. Printed materials for the school library, encyclopedias and reference books, periodicals and newspapers, audio-visual materials, professional materials, binding costs, supplies, and equipment are the main items covered.

Since the Standards were adopted in 1960 and the prices of books and other materials have risen steadily during the past six years the figures are low for today's market. However, as a frame of reference two relevant recommendations are quoted here since they provide us with a point of departure for discussions and recommendations:

"Printed Materials (1)

- 1 Recommendations for the annual budget for printed materials in the school library collections follows:

- a. Funds for books in the school library (see also point 1b immediately following):

In schools having 200-249 students

.....at least \$1,000 to \$1,500

In schools having 250 or more students

.....at least \$4 to \$6.00 per student

It should be noted that the expenditure of the bare minimum of \$4.00 per student means that approximately only one book per student can be added to the school library each year. The current costs of books (allowing for discounts) averages \$3.00 (2) per book for the elementary school library, \$3.50 (2) for the junior high school library, and \$4.00 for the senior high school library. Production costs of books have been rising steadily during the last decade, and there is even more indication that these costs will continue to mount.

(1) Standards for School Library Programs. American Library Association. Chicago. 1960.

(2) Figures are not valid for 1966.

b. Additional funds, as required for:

Encyclopedias and unabridged dictionaries.

(Encyclopedias to be replaced at least every five years.)

Magazines, newspapers and pamphlets.

Rebinding.

Supplies.

Audio-Visual Materials

The annual budget for the acquisition of audio-visual materials, exclusive of equipment, should not be less than one per cent (1) of the total per pupil instructional cost. This ranges at the present time from \$2.00 to \$6.00 per student, varying in general with the quality of the instructional program.

For new schools with 200-499 students, at least 3,000 books should be available at the opening. For schools with over 500 students, it is recommended that 5,000 books be available."

Expenditures for New Schools are Recommended as follows:

"Funds

The budget for materials and supplies in a new school library meet the following requirements:

1 The budget necessary for the initial collection of library books can be estimated on the basis of \$3.00 per book for the elementary school library, \$3.50 for the junior high school library, and \$4.00 for the senior high school library. Processing supplies average 23-25 cents per book (less 10 cents for each duplicate copy). This estimate includes printed catalog cards, plastic covers, book cards, printed book pockets, date due slips, transfer paper, paste and shellac.

2 Additional funds will be required for encyclopedias, unabridged dictionaries, audio-visual materials, magazines, newspapers, pamphlets, professional materials for teachers, supplementary printed materials, and for various supplies needed when the school opens.

(1) Recommendation for 1966 is 1.5 per cent.

TABLE IV EXPENDITURES
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Schools Public Residential	Population	Recommended National Standards (1)	Total Appropriation For Students Library Materials (2)	Average Per Pupil Per Year
1.	128	\$1,000-\$1,500	\$ 2,000 (3)	\$ 1.56
2.	197	" "	400	2.03
3.	226	" "	300 (4)	1.32
4.	230	" "	300 (5)	1.70
5.	239	" "	1,500	6.27
6.	264	\$4-6 per student	4,000 (5)	15.155
7.	325	" "	F.N.A. (5)	F.N.A.
8.	375	" "	----0	----0
9.	407	" "	F.N.A. (5)	F.N.A.
10.	434	" "	2,139	4.92
11.	434	" "	273 (5)	.50
12.	437	" "	2,500 (5)	5.80
13.	445	" "	400	.89
14.	467	" "	2,300	4.96
15.	488	" "	15,000 (6)	1.02
16.	526	" "	1,388 (5)	2.63
17.	532	" "	1,500	2.44
Private Residential				
18.	115	\$1,000-\$1,500	\$ ----0	\$ ----0
19.	154	" "	900 (5)	5.84
20.	173	" "	100	.87
21.	174	" "	100	.87
22.	319	\$4-6 per student	1,370	4.29
Public Day				
23.	92	\$1,000-\$1,500	\$F.N.A.	\$F.N.A.
24.	136	" "	80-90 (4)	.66
25.	158	" "	100	.63
26.	205	" "	300	1.40
27.	215	" "	50	.23
28.	224	" "	50-100	1.00
29.	329	\$4-6 per student	----0	---0
30.	450	" "	500	1.10

(1) These standards exclude periodicals, encyclopaedias, dictionaries, audio-visual materials, and professional materials. The amount is for library books for pupils.

(2) Printed materials unless otherwise indicated.

(3) Includes filmstrips and other visual materials, and records.

(4) Estimated appropriation.

(5) Includes filmstrips and other visual materials.

(6) Appropriation for initial three years (\$5,000 per year).

F.N.A., Figures Not Available



3 After the school is opened, the budget for materials for the school library has to be larger than that for established school libraries, until that time when (no later than four years) the collections of materials have reached the standards recommended for the size of the basic collection. (2)

While some libraries (nine) reported that their expenditures included visual materials as well as printed, only one library was identified as also purchasing recordings. Probably the fact that auditory training supervisors traditionally selected and supervised the use of records is the chief reason for this.

In general, the Expenditures Table confirms what has been said before, and that is that deaf students are suffering deprivation through their lack of access to rich sources of printed and other informational materials. It should also be remembered that schools with small populations still need the same range of materials needed by larger schools. Hence the \$1,000 to \$1,500 figure has always been the barest minimum and is not realistic, especially in view of the escalation of prices since 1960.

Among the 30 schools, seven are meeting minimal Standards and of these seven, only two, both public residential schools, exceed the Standards. Also, schools including audio-visual materials in the figures in Table IV will find their purchasing power diluted since their budgets must be stretched to cover non-print as well as printed materials.

No public day school meets the Standards, although No. 30 is far better supported than the others.

The same pattern discerned in personnel is in evidence in expenditures. The public residential schools are spending more to supply their libraries with current materials than the schools in the other categories. In general, the public day schools are far below any standards, and in several cases, reported that they are dependent on PTA gifts of small amounts which cannot be depended upon on a regular annual basis.

When one considers the following important aspects of the situation in regard to expenditures for libraries in schools for the deaf the seriousness of the disadvantages to deaf students can be more clearly seen:

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(1) End of quotation. Standards for School Library Programs. American Library Association. Chicago. 1960.



1. The rising costs of books and other materials make the 1960 Standards obsolete. The American Library Association has appointed a committee to study how much the quantitative Standards should be revised upward.
2. The wide age range to be served in schools for the deaf requires collections covering an enormous span of interests and needs.
  - (a) Young students require large collections of fine picture books. These are high cost items.
  - (b) Junior and senior high school materials, fiction, non-fiction, and supplementary materials average a much higher unit of cost than do elementary books.
3. The needs of deaf students with their greatly varying degrees of reading abilities, require that they have a great variety of choice in their books and other materials. (See discussion of this in Chapter on Collections.)
4. The present book collections in schools for the deaf are small and inadequate. Large sums of money are needed to bring basic collections up to quantitative Standards as quickly as possible.
5. The decentralization of libraries in many campus-type schools with the resultant dispersal of books in several directions requires duplication of important and/or overlapping items. Duplication is a cost item to be reckoned with.
6. Basic reference collections are needed in schools of any size to meet the information needs of teachers and students. Reference books are expensive items.

The inescapable conclusion is that at the time of the survey only two schools in the sample were appropriating and spending enough to provide minimum library materials for their students.

Recommendations on these matters and on quantitative standards for expenditures are made in Section Two.

## CHAPTER IV

STATUS OF SCHOOL LIBRARY COLLECTIONS

In this Chapter the collections of materials provided in the libraries of the 30 schools for the deaf that were visited will be reviewed. The quantity, quality, and organization of the collections will be described, and their present status will be considered in relation to the national Standards and the basic principles set forth in the Standards regarding collection building. Recommendations for future standards are presented in Section Two of this report.

CURRENT STATUS OF BOOK COLLECTIONSQuantity

Table V clearly shows that the majority of the library book collections were small in relation to the student populations, and that they do not measure up to Standards. Two of the schools had no library book collections, two did not estimate the size of their collections, and 19 fell below the lower range of the recommended size. Seven schools met the Standards. Of the seven, only two schools met and slightly exceeded the upper range, four slightly exceeded the lower range, and one barely met the lower range.

The meagerness of the books available to deaf children indicates that they are seriously disadvantaged in this area of school service. Small book collections narrow the students' choices, limit the range and variety of materials from which to choose in any given subject area, and diminish the sources of stimulation, self-learning, and enjoyment that are offered by good books. Teachers are also handicapped in their instructional program.

The reasons the library book collections are small and inadequate can be found in Chapters I and II. In many schools there is no one person responsible for orderly and systematic selection and purchasing. Consequently, very few books are bought in any given year. In other schools which have librarians authorized to acquire books, inadequate budgets have kept the collections small.

The inadequacy of most of the collections is serious. It means, for example, that only one copy of an important title may be found on a subject rather than several. For the deaf child especially there should be a variety of books to choose from, ranging from easy titles to the more complex, and ranging in form from fiction to non-fiction, including poetry and biography.

TABLE V  
Size of Book Collections

Schools Public Residential	Population	Size of Library's Book Collections	Recommended National Standards
1.	128	1,400	3,000
2.	197	F.N.A. (1)	" "
3.	226	3,000 (2)	6-10,000
4.	230	3,800	" " "
5.	239	3,000	" " "
6.	264	11,259	" " "
7.	325	6,000 (2)	" " "
8.	375	3,500	" " "
9.	407	F.N.A. (1)	" " "
10.	434	5,718	" " "
11.	434	3,294	" " "
12.	437	6,695	" " "
13.	445	6,132	" " "
14.	467	10,906	" " "
15.	488	4,200	" " "
16.	526	6,139	" " "
17.	532	5,400	" " "
Private Residential			
18.	115	0	3,000
19.	154	500	" "
20.	173	700	" "
21.	174	500	" "
22.	319	4,902	6-10,000
Public Day			
23.	92	1,500 (2)	3,000
24.	136	1,500 (2)	" "
25.	158	500-700	" "
26.	205	500 (2)	6-10,000
27.	215	1,000 (2)	6-10,000
28.	224	6,100	" " "
29.	329	0	" " "
30.	450	3,773	" " "

(1) Figures not available.

(2) Estimated.

Subjects should also be covered in different formats. For example, "The Midnight Ride of Paul Revere" should be available in collections of poetry, in the single picture book edition, in filmstrips, and in the captioned 16mm motion picture.

The smallness of the current book collections in almost all of the schools points up the need for drastic increases in book buying budgets within the next few years in order to bring the library book collections up to quantitative Standards as rapidly as possible.

That this is an important and immediate problem is illustrated by the case of one of the schools visited. This particular school is endeavoring to have its senior high school program accredited by the state. This state school library supervisor, who examined the library's book collection, estimated that about \$5,000 worth of books would have to be added before he could recommend that the collection was adequate for an accredited high school program. He also stated that no one has ever been able to set a per student library cost for senior high school, because if a senior high school curriculum exists, the student's needs in all subject and interest areas must be met whether there are 20 students or 2,000 students.

### Quality

The quality of the book collections varies widely from school to school. Each collection reflects the professionalism, or lack of it, of the person responsible. Selection of materials for purchase and collection building are highly skilled professional activities requiring professional training and an understanding of the students and curriculum to be served.

In schools where there is no librarian and where book selection is done by an untrained person, by a volunteer parent, or by a group of staff members, the tendency is toward poor quality book collections. These schools accept gifts of books that are often of poor literary quality, such as sets of the "Bobbsey Twins" and the like. Such book collections are often old and out-of-date, since there is no systematic round the year acquisition of new titles and discarding of outmoded materials; nor do these collections have balanced subject coverage since there is no single person guiding book selection.

The best quality collections were in schools where there is a trained librarian doing selection and acquisition of new materials, and also discarding out-of-date materials. Two of the finest collections existed in schools where the library is new and the librarians in each case have spent the previous years building their book collections from a fresh start.



Wherever possible, a prepared booklist was checked against the card catalog. (See Appendix B.) This booklist consists of three sections. The first section contains 46 fiction titles. Of these, 39 titles represent a random selection of double-starred (highly recommended) titles from The Children's Catalog, from Mary Griffin Newton's Books for Deaf Children and from books recommended by the Volta Review. The other seven titles were selected by the staff in the Office of Children's Services of The New York Public Library as representative of poor literary quality, undesirable for inclusion in a children's library.

The second part of the list contains 22 titles recommended in the Easy Book section of The Children's Catalog. Since the easy and picture book collections are very important and very heavily used, and are also used over such a wide age span in schools for the deaf this section was weighed in importance. Both section one and section two are measures of the quality of the collections.

The last section of the Checklist contains seven titles taken from a list prepared annually by the Office of Children's Services of The New York Public Library. This annual list designates what the children's librarians consider to be the most distinguished children's books published during each year. This third, and last, section was intended to check on the up-to-dateness of the collections, and to see how rapidly good new books find their way into schools for the deaf.

Only one school in the entire sample had all the recommended new books for the year in which the check was made. Eleven schools checked from one to three of the seven new titles. The remainder had none, indicating that there is considerable time lag from publication date of good new materials to the time it gets selected, purchased, and put into libraries in most schools for the deaf.

Findings from the booklist are tabulated in Table VI. It was not possible to use the booklist in seven of the schools (represented by blank spaces in the Table). These schools either had no collections, no catalogs, or incomplete catalogs. (It can be assumed that these schools represent a very poor showing in quantity or quality of titles.) The figures are misleading in a few instances. A school whose card catalog revealed only one poor quality title from the booklist had in the stacks, uncataloged, hundreds of other prime examples of poor literary quality such as "The Rover Boys," "The Ruth Fielding Series," "Bunny Brown and His Sister Sue," and so on.

Except for the top five schools which rate highest in personnel, expenditures, and quantity and quality of collections, all the schools show the need for serious and sustained attention to their library collections of printed materials. They need to rise drastically in size, and the quality and the up-to-dateness of the collections should be improved. They also need to be widened in range, or spread, to meet the academic and non-academic needs of students.

TABLE VI Book Checklist
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Schools Public Residential	Schools Had Number of Recommended Fiction (39)*	Schools Had Number of Recommended Easy Books (22)*	Schools Had Number of New Books (7)*	Schools Had Number of Low Quality Books (7)*
1.				
2.	30	8	1	0
3.	32	16	0	2
4.	22	11	1	1
5.	14	5	0	3
6.	39	22	7	0
7.				
8.	22	11	0	3
9.				
10.	34	15	1	3
11.	18	12	0	0
12.	28	20	2	5
13.	27	13	1	0
14.	26	13	1	2
15.	29	15	2	0
16.	28	20	0	0
17.				
Private Residential				
18.				
19.	10	1	0	0
20.	19	6	1	2
21.				
22.	16	7	0	4
Public Day				
23.	21	12	0	0
24.	7	1	0	0
25.				
26.	8	9	1	0
27.	13	0	0	3
28.	32	19	3	0
29.				
30.	21	19	1	0

\* Total on Checklist.



### Periodicals and Newspapers

All the schools that had libraries were adequate to generous in supplying magazines and newspapers.

Text books and other curriculum-related printed materials were not examined during the on-site visits.

### Organization

Good organization of a library is important for it is the key to accessibility. A disorganized collection in which books and other materials are hard to locate offers only frustration to students and faculty and does not encourage users, or make a good contribution to the school's total program.

Only three schools among the 30 had well-organized library collections. Although these three were in old, long-established schools, they are new libraries, each having been established since 1962 or 1963. All three had trained people in charge, and they all were given ample opportunity (up to two years of time) to select, order, classify and process the new books being purchased before they were required to start receiving class visits. Thus all three started with no backlog of partly and inconsistently cataloged books. These three librarians have had the opportunity to plan for balanced subject coverage, to decide upon an adequate and consistent classification scheme, and to develop card catalogs that are adequate and dependable indexes to their book and audio-visual collections.

Twenty-five of the schools are in various degrees of disorder and confusion in the organization of their library collections. They range from being able to function passably but not at top efficiency to being completely unorganized, with either no catalog at all or no reliable catalog. The comments made in the rest of this section pertain to these 25 schools.

For example, in those libraries which are able to function reasonably well, current material is being cataloged and the card catalog can be depended upon for accuracy for ten to 15 years in retrospect. However, these same librarians have materials, especially professional books, dating back 60 and 70 years. Many different people worked on these collections over the years. Many inconsistent decisions were made and the card catalogs are incomplete and untrustworthy. In some of these schools (at least two of them) the students' libraries are well-organized, but the professional libraries need to be completely re-cataloged for consistency and to make the collections accessible.

As already noted, some of the libraries are completely unorganized and have either no catalog at all, or one which is so poor that it is of little use in locating materials. One library using an antiquated fixed-position type of shelving, had a title index only and even it was not complete. Another library was missing the complete contents of catalog drawers A-B and C-D. Questioned about the two empty drawers, the young librarian in his first year of work, had no knowledge of how long the cards may have been missing, why they had been removed, or by whom. In another school, a new departmental library just starting to function, had books indexed by publisher rather than by author, title and subject, and the entries on card catalogs were handwritten rather than typed. Everywhere subject entries were few and where they existed, they were often inconsistent.

In addition to the fact that, in most of the schools, many different people and many untrained people have worked on the organization of the collections, another and current factor is working. All the school libraries are understaffed for the amount of work they are undertaking. With small staffs, and large work loads, including many weekly scheduled class visits, personnel has very little time to devote to the organization (cataloging) of the collections. In the one school where the librarian has placed chief emphasis on classification and cataloging, there is very little time left to devote to work with the students and faculty.

In the past and to the present date, collections in all of the 30 schools in the sample have been relatively small so that partial cataloging, or poor cataloging, has been a minor problem rather than a major one. However, from this time on as collections grow in size and as the instructional program depends more on all types of library resources, the problem will assume serious proportions unless steps are taken to correct it.

## CURRENT STATUS OF VISUAL MATERIALS COLLECTIONS

### Administration

In no area of the survey do administrative practices and patterns for professional responsibility vary as much as they do in the matter of selection, using, and circulating visual materials.

Ten of the 30 school libraries had some degree of responsibility for providing visual materials to the faculty and students. All ten had the responsibility for the filmstrip collections.

Three of the ten libraries also served as the repositories for the educational 16mm captioned motion pictures on deposit. In the schools where the libraries did not administer the motion picture collections, there were deposits of feature captioned motion pictures and film shipping and film inspecting offices had already been established. Thus, when the educational films began arriving they were deposited where the film shelving and film inspection equipment were located. For the most part, these operations were under the part-time direction of a teacher, often a vocational teacher, who would have the part-time assistance of a technician (film inspector). In schools other than the ten where the libraries administer the filmstrip collections the patterns of administration vary widely.

In some schools the building principals buy the filmstrips and keep them in their offices. In others this responsibility has been assumed by an interested supervising teacher, while in still others a "visual aids teacher" or a "visual aids director" has part-time duties supervising the filmstrip collections.

#### Quantity of Filmstrip Collections

Considering the numbers of filmstrips in relation to the small size of the book collections, some of the filmstrip libraries seemed quite extensive. This in itself is good but not at the expense of other materials. Table VII presents the number of filmstrips in schools where this information was obtainable. As the Captioned Films program expands, the filmstrip collections in all schools for the deaf will grow rapidly.

#### Quantity of Captioned Educational Motion Picture Collections

At the time of the on-site visits, 18 schools were already in possession of deposit sets of 16mm educational captioned films.

There was unanimous agreement in all schools that these were extremely valuable resource materials. As the collections grow from year to year they will become a new and major source of information for deaf students everywhere.

Three school libraries are administering the educational Captioned Films collections. The accessibility of all types of materials in one place has proved to be a great advantage and convenience for the faculty. This is a perfectly logical arrangement and there is very reason for a satisfactorily functioning and well-staffed library to welcome educational motion pictures to its collections along with filmstrips and all other visual media.

TABLE VII  
Size of  
Filmstrip Collections (1)

Schools	Population	Size of Filmstrip Collections
Public		
Residential		
1.	128	120
4.	230	643
5.	239	1,150
6.	264	850
10.	434	101
11.	434	231
12.	437	235
13.	445	1,350
16.	526	325
17.	532	2,000
Private		
Residential		
21.	174	190
22.	319	1,000
Public		
Day		
23.	932	200
28.	224	1,040
30.	450	400

(1) Not all schools reported figures since filmstrips were scattered through many buildings, and no inventories were being kept.

### Status of Audio Materials.

At the time of the on-site visits, records and tapes were an integral part of the library operation in only one school.

Since these devices have for years been part of the auditory training program the selection and control of the materials have traditionally been the responsibility of the supervisor of speech and auditory training.

If the school library functions as an instructional materials center, there is no reason why records and tapes cannot be shelved in the library and circulated from there. A special arrangement with the supervisor of auditory training might be made regarding selection and purchase of auditory materials.

### Status of Other Visual Materials

At the time of the on-site visits, only one school library had a large collection of mounted pictures classified by subject directly related to the school's curriculum. Three other school libraries had started to develop organized picture files.

At the time of the visits, no school library was producing transparencies or other visual materials, although one school library had formulated plans for a production unit as soon as building plans permitted.



## CHAPTER V

STATUS OF THE LIBRARY PROGRAMNumber of Schools Having Programs

Although there were 30 schools in the total sample, only 18 schools reported at least one full-time professionally trained librarian. The schools with no librarians obviously were not conducting library programs. The two schools with untrained librarians have libraries open for circulating books but they are not conducting programs of library service for students and faculty. This Chapter, therefore, reports only on the 18 schools having professional staff.

On-Site Visits

During the on-site visits to the 18 schools every effort was made to observe library programs in action and to observe the same kinds of things in each school. For example, the size and seating capacities of the libraries were noted since they effect the kinds of activities (program) that can be conducted in the library. The size and quality of the book and film collections, the condition of the card catalog, the adequacy of the reference collections are also factors effecting program.(1)

Above all, however, personnel effects program. For it is the librarian himself who plans and shapes the program to best serve his own school's curriculum and needs. It is his concept of his role as librarian and member of the faculty, his embracing the role of teacher in the fullest sense, his professional training, his experience, and his attitudes toward what he thinks the library's functions should be that are the most important factors in deciding what services will be provided by the library and what activities will be conducted in the library.

The interest and support of the administration enable a good librarian to be a better one, as such support and encouragement enable him to develop a rich program and function more effectively throughout the school.

In 16 schools the librarians were providing many services, conducting programs as full and active as their time and energies permitted, and functioning professionally and fully on the faculty team.

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(1) These areas of library service are reported fully in the Chapters devoted to each subject.

### Checklist on Program

Since the library program is so intimately involved with library personnel, it is almost impossible to separate the two. While subjective judgments regarding personnel and their performance may be made from observations and interviews during the brief visit, it is not desirable to depend solely upon them. Every effort, therefore, was made to be as objective as possible and a Checklist of services and activities was constructed and gone over during the on-site visits.

The points on this Checklist were drawn from the principles for guiding and planning programs in the ALA Standards, and from the section in the Standards discussing Reading and Reading Guidance, Guidance in Listening and Viewing, Reference Services and Research, Instruction in the Use of Materials, and Personal and Social Guidance. In addition to these, other items based on course work in library schools, and on professional experience, both in schools for the hearing and for the deaf, were included. The latter items included activities such as storytelling, teaching students to do book reviewing, and participating with the students, both in literary discussions and film based discussions, since experience has proven that they are especially valuable for deaf students.

Table VIII reports the information gathered from this Checklist.

<p>TABLE VIII Total No. of Schools Out of 18 Reported That These Activities Were Conducted in Their Library</p>
---

Librarian provides following services:	
1. Conducts story hours.	11 schools
2. Provides opportunities for dramatization of stories.	6 schools
3. Teaches pupils to do book reviewing.	6 schools
4. Conducts book discussion groups.	6 schools
5. Participates in pupils' Book Club or Library Club as Director or Advisor.	1 school
6. Gives individual reading guidance to pupils.	12 schools
7. Gives reference service to pupils.	16 schools
8. Gives instruction in use of school library.	12 schools
9. Gives instruction in use of public library facilities.	6 schools
10. Shows educational motion pictures and filmstrips as part of library program.	7 schools

**TABLE VIII**  
**Total No. of Schools Out of**  
**18 Reported That These Activities**  
**Were Conducted in Their Library**

Librarian provides following services:	
11. Conducts discussions of filmstrips, motion pictures, and Captioned Films for the Deaf with pupils.	4 schools
12. Gives individual reference services to faculty.	14 schools
13. Confers with faculty on provision and use of library provided instructional materials in the classrooms.	12 schools
14. Confers with faculty on individualized reading programs.	5 schools
15. Aids teachers in developing audio-visual materials for classroom use.	1 school
16. Works with teachers to acquaint them with use of visual materials.	5 schools
17. Confers with supervisors and subject specialist on strengthening of library collections.	7 schools
18. Serves as a member of the school's curriculum committee.	1 school
19. Informs faculty of availability of books, films and other library materials by: Annotated lists. Bulletin boards. Displays. Circulation of subject bibliographies of new books, films and library materials.	5 schools 8 schools 10 schools 4 schools
20. Confers with recreational staff on provision of library materials for after school recreational program.	3 schools
21. Confers with houseparents on provision of library materials in residence halls.	4 schools
22. Participates in in-service training programs for non-academic staff.	2 schools
23. Gives individual reference services to non-academic staff.	3 schools
24. Participates in general program of planning and instruction for student teacher training.	2 schools
25. Gives individual reference services to student teachers.	8 schools
26. Demonstrates storytelling, gives instruction in use of library and use of visual materials for student teachers.	5 schools

TABLE VIII  
Total No. of Schools Out of 18  
Reported That these Activities  
Were Conducted in Their Library

Librarian or other personnel borrow or lent:

27.	Supplementary books and periodicals from:	
	Nearby branch of public library.	5 schools
	Town or city library.	4 schools
	State library.	3 schools
	Traveling bookmobile	2 schools
28.	Supplementary motion pictures from:	
	Educational film department in the public library.	2 schools
	University film rental library.	6 schools
	Captioned films for the Deaf.	8 schools

#### Comments on Table on Programs

The Project Director and the Library Specialist Consultants consider Items No.1 and Nos. 10 and 11 to be of particular importance. Number 1 has to do with group storytelling in the library, and whether it is done or not reveals the degree to which the librarian realizes the very special and important contribution storytelling makes, both to the deaf child's emotional and life long attitude towards books and literature, and to the school's reading readiness program. Numbers 10 and 11, which have to do with the librarian's own use of filmstrips and educational motion pictures in the library program, reveals the librarian's own attitude toward the newer media and his mastery, or willingness to master, the technique of using the visual medium.

Eleven schools indicated that group storytelling was done during some part of the scheduled library periods with classes of appropriate chronological and educational range. Another school (not shown on the Table) indicated that it would like to initiate library story hours when more staff become available. Thus a total of 12 schools, among the 16 with good professional programs, recognize the importance of this aspect of school library service in schools for the deaf.

The responses to Nos. 10 and 11 were disappointing since only seven librarians reported that they used visual materials from time to time in their own programs. Of these seven, only four indicated that they pre-taught before showing a film or conducted follow-up discussion of the materials used.

This low response indicates that many librarians in the sample are missing some rich opportunities to vary and enrich their own programs, and to serve as an example and a demonstrator to the rest of the faculty. Furthermore, it is hard to see how the librarians can acquaint teachers with the available visual materials and help the teachers to use these materials unless they, themselves, have an intimate knowledge of the materials and have mastered the techniques of good utilization.



The two main factors contributing to the low response appear to be, one, staff shortages with the resultant lack of time to conduct all the desirable program activities, and two, attitudes on the parts of some who were trained before the newer media came into widespread use. Comments on these two conditions will be found in Chapter X on Recommendations for Programs.

Traditional library book oriented service to individuals reveals itself: 16 schools indicated their libraries give individual reference service to pupils; 14 give the same service to the faculty. In the two schools which did not check reference service to the faculty it appeared that in each the curriculum was based on textbooks and did not require collateral materials and a variety of reference materials. Thus the faculty were not in the habit of making use of the library. Twelve schools indicated they give individual reading guidance to pupils, as well as instruction in the use of the school library.

The items above checked by 16, 14, and 12 schools indicate the majority of those in the sample having professional librarians are endeavoring to have full programs related to printed materials.

The number of schools reporting active use of the newer media in their library programs drops off to seven, only six report field trips to teach classes how to use public library facilities--a lesson of utmost importance to deaf students if they are to become independent adult users of community library facilities.

In the active use of printed materials (over and above circulation of printed materials) 12 to 16 libraries in the sample are doing good work as far as size of staff permits. From the point of view of serving as an instructional materials center for the school, and of using the whole spectrum of materials available today, there is room for improvement. A number of schools indicated their awareness of this during the on-site visits but said additional staff would be needed before services and programs could be expanded.

#### Superior Programs

Table IX represents a cluster of ten schools which consistently checked the services considered desirable by the Consultants, the Advisory Council and the Project Director. They were also able to check the highest number of services offered. All were open at least for the full school day and usually for an hour or so after school, and were available for voluntary use by all--faculty, students, student teachers at any time the library was open.



TABLE IX  
Superior Programs

Schools Public Residential	Population	Voluntary Use By All	Scheduled Classes Per Week	No. of Items Checked on List of Ser- vices Provided Out of Total of 36	Includes Story- Telling	Includes Use of Films in Library's Own Group Work
1.	128	Yes	22	22	Yes	Yes
4.	230	Yes	26	21	Yes	Yes
5.	239	Yes	22	14	Yes	Yes
6.	264	Yes	18	33	Yes	Yes
10.	434	Yes	21	13	Yes	No
14.	467	Yes	9	16	Yes	No
15.	488	Yes	Sch.A(1)-26 Sch.B -22	11 (2)	Yes	Yes
16.	526	Yes	48	16	No (3)	Yes
Private Residential						
22.	319	Yes	14	18	Yes	No
Public Day						
30.	450	Yes	30	13	Yes	Yes

- (1) Scheduled on alternating weeks.  
 (2) New library with first year librarian.  
 (3) Would like to but with only one staff member schedule does not permit.

In addition to voluntary use by classes and individuals, all these schools have a schedule of selected classes which come to the library regularly every week, except for one school, which has alternate schedules for a two-week period. In each school there is planned group activity during part of the library period. This activity will be appropriate to the age and academic levels of the classes. It may be a story hour, a film showing, a book discussion, or a lesson in how to use reference materials, or the card catalog. At the end of each library period, time is allowed for the individual students to personally select books to take out, either to the dormitories, or to take home, as the case may be. These ten schools all have collections large enough so that there are no restrictions as to the number of books that may be borrowed at any one time by the faculty and by students mature enough to need multiple books and to be responsible for them.

As noted previously, a storytelling program, and use of visual materials in the library program, are revealing regarding the librarian's attitude toward his function in a school for the deaf. They were included in Table IX. All the superior library programs but one provided storytelling. In the one which did not, the librarian would like to but is the sole library staff member in a school with a population of over 500. Time does not permit storytelling actively.

Eight of the superior libraries use motion pictures and visual materials in the library. The two schools which do not have separate audio-visual departments, and the librarian are of a generation not originally trained and experienced in the use of non-print materials.

There was a total of 36 items that could have been checked. The two schools that checked the highest number (33 and 18) are schools which have two professional librarians. The school which checked the lowest number (11) has a new library, a first year librarian, but the program is developing rapidly under an enthusiastic administration and will, no doubt, expand as experience is gained.

The group responsible for this report urges the development of dynamic programs of school library services geared to the special needs of the students and staff in schools for the deaf. Suggestions for recommended standards are presented in Section Two of this report.

## CHAPTER VI

PERSONNELRECOMMENDATIONS FOR STANDARDS OF SERVICE

The discussions among the Project Director, Library Consultants and Advisory Council members centered around two areas. They were desirable professional education for librarians in schools for the deaf and quantitative Standards regarding the size of the staff required to provide good library programs in schools for the deaf. The varying sizes of the schools were taken into consideration as well as the type and extent of services offered, i.e., whether service is restricted to printed materials only or includes responsibility for the full range of instructional materials.

Professional Education

What kind of person should the librarian in a school for the deaf be? What kind of professional training should he have? With what age level must he be prepared to work? With what kinds of materials must he be proficient?

Several important factors bear upon the kind (or kinds) of professional education necessary for a librarian to function adequately in a school for the deaf.

First, there are the reading and communication problems inherent in profound deafness. In some cases students have special learning problems in addition to deafness. The librarian must have an intimate knowledge of these problems as they relate to the selection of books and other materials. He must also be able to communicate directly with the students without help from a teacher or an interpreter.

Second, the tremendous age range in most schools for the deaf (from nursery through 12th grade) presents a formidable problem to a one man library. The librarian, in most cases, must strive to be a specialist in materials from early childhood education up to and including senior high school curriculum. With the volume of publishing and production today, it is virtually impossible for one librarian to have knowledge in depth of books alone for an age range from 2 1/2 and 3 to 19 or 20 years. Yet, unless the library staff is large enough to permit specialization by staff members, the librarian must have sound background in printed materials ranging from nursery through senior high school.

Third, with the modern library handling all forms of materials, the librarian should be equally knowledgeable about audio-visual materials.

Fourth, in many schools for the deaf, the librarian has either total or shared responsibility for the professional library. In institutions which are student teacher training centers the professional libraries are not token collections, but are sizable, active, up-to-date collections that include materials on general education, special education, speech, language, audiometry and auditory training. Thus, the librarian must have professional knowledge of education and the deaf as well as general education, and be in touch with current publications in these fields.

To the above requirements can be added the excellent statement formulated by Dr. William J. McClure of the Advisory Council, regarding the educational and personal qualities he would wish to look for when employing a librarian in a school for the deaf:

- "1. Qualify for state or local certification as a school librarian.
2. Have an educational background as a teacher of the deaf. This means he would be a qualified classroom teacher in a school for the deaf, and would thus have a better knowledge of the language problems of deaf children, the methods used by teachers of the deaf, and the opportunities that a librarian would have to strengthen the educational program.
3. Have the ability to communicate effectively with pupils at all levels without the need for the teacher to explain or to interpret for him.
4. Be familiar with the entire school curriculum, so that he is able to integrate the offerings of the library with the ongoing educational program.
5. Have training and experience with audio-visual materials and techniques.
6. Have a pleasant personality and ability to relate well to teachers and pupils alike. Be cooperative.
7. Have executive and educational leadership abilities.
8. Have the good health and stamina to make the library and its services an essential part of the school program, if not the center of it.

I well know the difficulty of finding all of these qualities in one person; however, they are all desirable as I see them and as our libraries grow, it becomes more and more likely that we must provide assistants for the head librarians in our schools for the deaf."<sup>(1)</sup>

The Advisory Council, the Library Consultants, and Project Director discussed the responsibilities and special requirements for library personnel together with Dr. McClure's statement.

The following alternative courses of study were recommended as minimum preparation necessary to successfully direct a library and materials center in a school for the deaf: ♦

Either one or two would be acceptable to most superintendents provided that state or local certifications as a librarian could be achieved:

1. Master of Library Science Degree, plus the following courses in a recognized training center in the education of the deaf:

Methods of Teaching the Deaf  
Language  
Reading  
Speech

2. Master of Arts Degree in Education of the Deaf, plus the following courses in an approved library school:

School Services  
Storytelling  
Materials Selection  
Reference Service  
Audio-Visual Materials  
Cataloging

In addition to the above minimum professional education necessary for the librarian to function effectively in a school for the deaf the following recommendations were recognized as being highly desirable at present and even necessary in the foreseeable future as full scale materials and communications centers are developed:

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(1) Statement prepared by Dr. William J. McClure, Superintendent, Indiana School for the Deaf. Indianapolis, Indiana.



3. Both the full M.L.S. Degree and the full M.A. Degree in Education of the Deaf.
4. A doctorate in addition to the M.L.S. The doctorate might be in one of several areas:

Curriculum  
Administration  
Library Science  
Educational Media

### Quantitative Standards for Personnel

The quantitative standards for personnel in the ALA Standards for School Library Programs, listed below, include the following qualifying statement: (1)

"This summary table is to be used after the complete text of the book has been read. These quantitative Standards must be interpreted in relation to a complete and active school library program".

	Personnel
The collections of printed materials	
The collections in the school library	<ol style="list-style-type: none"> <li>1 Librarian: For the first 900 students or major fraction thereof: 1 librarian for each 300 students or major fraction thereof. For each additional 400 students or major fraction thereof: 1 librarian.</li> <li>2 Clerks: 1 clerk for each 600 students or major fraction thereof.</li> </ol>
The collections of supplementary materials (Sets of supplementary texts; classroom reference materials)	Library clerks as needed in addition to those provided for the school library and audio-visual collections.
(1) Standards for School Library Programs. American Library Association. Chicago. 1960	

The collection of audio-visual materials	Personnel
	<ol style="list-style-type: none"> <li>1 When the head school librarian has partial administrative responsibility for audio-visual materials, the number of librarians and the number of clerks are each increased by 25 per cent.</li> <li>2 When the head school librarian has full administrative responsibility for audio-visual materials, the number of librarians and the number of clerks are each increased by 50 per cent.</li> </ol>

Since 1960 the increased demands made upon school libraries by changing curriculum and the rise of individual independent study have led the American Association of School Librarians to take steps toward the upward revision of the quantitative Standards on personnel.

It is the consensus of the Consultants that even revised Standards would need to be higher for schools for the deaf due to a number of important special factors existing which do not exist in the schools for the hearing:

1. Wide age span to be served.
2. Special learning, reading, and communication problems which exists.
3. Small size of classes that limits the number of students library and librarian can serve during one class period.
4. Extraordinarily heavy use of all types of visual materials.
5. Existence of large campus-type schools with several libraries decentralized in several separate buildings.
6. Presence of teacher training classes at many of the schools requiring administration of sizable professional collections.
7. Presence of students on campus during evenings, and in many cases, on week-ends.

8. Trend toward unified materials centers.
9. Length of time it takes for the librarian to communicate with each deaf student is longer than with hearing students.

In view of all the above factors which clearly make specially heavy demands on staffs in schools for the deaf and because of the fact that integrated materials centers are being recommended, this report suggests the following quantitative Standards for personnel necessary to render basic service in a library materials center:

Type of Material	Responsibility	Quantity of Personnel
All library printed and audio-visual materials	Director of Library or Instructional Materials Center	Professional Staff: 1 librarian or media specialist for every 100 students or major fraction thereof. 1 graphic artist  Supporting Staff: 1 secretary 1 library aide for every 250 students or major fraction thereof. 1 machanic (who might be shared with another department).
Textbooks, class-room reference materials.	If director has total or shared responsibility.	Library aides as needed in addition to aides provided for the library materials center.

#### Operational Example

Demands on staff in a school for the deaf are very heavy even when confined to printed materials, reference, and guidance work. The addition of responsibility for visual and auditory materials with the concomitant responsibilities for selection, utilization, supervision of production, and maintenance of equipment must be met with increased staff. Increased staff permits some specialization. In a hypothetical school with a population of 375, staff might consist of a director, and

three professional librarians based on the recommendation of one professional person for each 100 students or major fraction thereof. The director of such a combined materials center could be either a trained librarian or an audio-visual specialist. The ideal situation would be for the director to have training and experience in both fields. In case the director does not have competencies in both fields, then one of the professional assistants should be a specialist in the area not covered by the director.

Proposed division of responsibilities for such a staff might be as follows:

Director: Instructional Materials Center Qualifications:

He should be a person of fully qualified training in librarianship and in teaching the deaf.

He should have broad knowledge of books and other printed materials and of the non-print educational media (audio-visual materials).

He should have a minimum of five years experience in a classroom and/or a library and instructional materials center.

He should have administrative ability and leadership qualities.

Duties:

Directs and supervises the staff.

Serves as chief liaison with administrative officers, with faculty committees.

Prepares and controls budget.

Has general overall supervision of selection of materials.

Assigns areas of specialization and responsibility for other staff members.

Has major responsibility for professional library.

Is responsible for indoctrination of student teachers.

Does demonstration work as needed.

Supervises schedules of the library staff for coverage of professional desk, circulation desk, decentralized departmental libraries, evening hours, weekend hours.

Serves on the school's curriculum committee.

Responsibilities of professional assistants:

One professional assistant might be assigned the title and responsibilities of assistant director.

A possible division of professional duties is suggested in the following four columns.

## Librarian 1

### Audio-Visual Materials Specialist

(If the director is not an audio-visual specialist)

Has chief responsibility for selection and acquisition of audio-visual materials.

Consults with staff subject specialists, and age specialists regarding selection and use of audio-visual materials.

Demonstrates use of audio-visual materials.

Conducts in-service training programs in use of equipment.

Conducts in-service training programs in production of teacher made audio-visual materials.

Supervises all school film production.

Supervises all school T.V. production.

Supervises graphic artist and/or technician.

(If the director is an audio-visual specialist.)  
A portion of the above responsibilities might still be assigned to librarian 1 since the director must spend some of his time on administration. Other selected responsibilities might be shifted from librarian 3 to librarian 1 since librarian 3 has a heavy work load.

## Librarian 2

### Early Childhood and Storytelling Specialist

Has major responsibility for work with nurseries, kindergarten, lower and middle schools.

Carries major work load of storytelling and group work with age groups listed above.

Has major responsibility for selection of materials for age groups listed above.

Works with individual students and faculty as they request reference and guidance assistance.

Serves on the curriculum committee.



Librarian 3

Junior and Senior High School Specialist

Has major responsibility for work with junior and senior high school.

Has major responsibility for selection of materials for junior and senior high curriculums.

Is in charge of general reference services.

Has chief responsibility for cataloging all collections.

Graphic Arts Specialist/Technician  
(Would report primarily to audio-visual specialist.)

Has responsibility for design and production of slides, visual transparencies upon request.

Has charge of production of 8mm and 16mm film.

Has responsibility for reproduction of teacher made materials.

Is in charge of exhibits, posters, and realia.

Is museum liaison person.

Serves as chief projectionist and trains others.

Maintains all equipment. (If there is no mechanic.)

## SUPPORTING STAFF

### Secretary

Serves as secretary for director and entire department.

Correspondence.

Ordering.

Handles rentals and loans.

Supervises library aides.

Schedules coverage of circulation desks.

Assists in circulation work as needed.

Telephone.

### Library Aides

Assists at circulation desks (for books, films, tapes, equipment, textbook materials as they are circulated in and out to staff and students.)

Assists secretary and professional staff as needed in typing, cutting stencils.

Assists in typing and clerical aspects necessary to the processing of materials.

Filing.

### Mechanic

Maintains all equipment (Mechanic might be shared with another department.)

In residential schools the aforementioned personnel would be scheduled to do some evening and week-end work, thus keeping the library open and accessible to students and faculty. If only two professional assistants were available the work load would have to be reapportioned.

In the case of day schools which are part of a school system, the number of personnel could probably be scaled downward since ordering and processing are usually done centrally and there are no evening or week-end hours to be covered.

It is strongly urged that adequate staff be provided. Since it is far more efficient and productive to use the professional staff to do professional work, it is strongly recommended that secretarial, clerical and other (technical, mechanical) assistance be provided as needed in all libraries or instructional materials centers.

### Class Load (1)

Professional staff conducting class work in the library requiring preparation for story hours, book talks, lessons in the use of reference materials, lessons in the use of library, or the showing and discussion of educational films) should have adequate time allowance to prepare for these activities.

Staff members who are continuously scheduled for class work cannot be expected to carry on all the other activities necessary for rendering good library service. Administration, book selection and acquisition, film and recording selection and acquisition, organization of the collections, individual reference services to faculty and students are all time consuming activities.

For the one man library without clerical assistance, 12 classes regularly scheduled in the library per week is recommended as maximum.

For the one man library with clerical assistance, 18 classes regularly scheduled in the library per week is recommended as maximum.

In libraries with multiple staff permitting specialization and where the chief librarian or director of an instructional materials department discharges all the administrative duties, 20 classes per week is the maximum for any professional assistant.

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- (1) The term class load is used here to refer to regularly scheduled classes coming to the library for library activities. It does not refer to librarians being assigned to substitute in classrooms or assigned to some regular classroom work. Such arrangements are not recommended.

### Summary

Since personnel is the cornerstone on which good library service is based, it is to be hoped that the very highest professional standards may be attained for librarians working in the field of education of the deaf. The half dozen people with training in both disciplines will be joined by others, and with good recruiting on the part of the superintendents we can, hopefully, improve library services to deaf students.

## CHAPTER VII

RECOMMENDATIONS FORLIBRARY QUARTERS AND EQUIPMENT

8

In order to provide a frame of reference for the Status Report and Recommendations for Library Standards in Schools for the Deaf the following is quoted from the American Library Association's National Standards:

"School Library Quarters

A library program that stimulates learning, encourages creative teaching, and provides for individual and group guidance requires a physical environment that is functional in design, and arrangement. Ample space, harmonious arrangements, good lighting, blendings and contrasts in colors, functional furnishings, and proper control of sound create an atmosphere in which students and faculty enjoy working and in which learning takes place. The liking that children and young people have for the library, their feelings of ease and pleasure in its surroundings, and their satisfactions in using its materials derive from many sources. Among these influences are the attractive appearances and the convenient arrangement of the school library.

Planning

1 Planning a new school library, or remodeling existing quarters, begins with a study of the educational philosophy, objectives, and curriculum of the school and with a review of the library's current and potential contributions to the total educational program.

2 The breadth of the library's program, the scope of its resources, and the making of its services and materials easily accessible to teachers and students determine the amount of space, the number of areas, and the kinds of equipment to be included in its quarters.

3 The library quarters are planned cooperatively by the school's academic administrator, the architect, the school librarian, and the local or state school library supervisor.

Design for Good Service

In order that good services may be provided, the library quarters must be easily accessible, large enough to take care of the needs of the entire student and faculty groups, and planned for the comfort and convenience of its users. Location, space, and functional arrangements are basic elements in the design for library quarters.



1. The school library is located for maximum accessibility.
  - a. In the school housed in one building, the library is conveniently located in relation to study centers, the center of classroom traffic, and the various divisions of the school.
  - b. In campus plan schools or school-within-a-school plants, the library is centrally located to serve clusters of classrooms.
  - c. The library is located some distance from sources of distracting noises, such as the gymnasium, cafeteria, playgrounds, shops, or bus-loading areas.
  - d. The location of the library is in an area that does not limit its proportions to conventional classroom dimensions or restrict space for future expansion.
  - e. Where the head librarian does not have administrative responsibility for the collections of audio-visual materials or textbooks, good planning provides that these collections all be centrally located and in proximity to the school library.
  - f. Any extended library program, with service continuing during summer months, evening hours, or other times, requires a location for the library that permit restricting the use of the school building to the library quarters and that allows for separate custodial maintenance and supervision.

2. The space requirements (5) of the school library are determined by the program of the school, the size of the enrollment of the school, the number and types of materials to be housed, and the elements of functional arrangements that afford efficient and effective service.

- a. If all students and teachers are to receive library service, the library area or areas must be large enough to accommodate them. This means that the reading room has a seating capacity for 10 per cent of the enrollment in the schools with more than 550 students and a minimum seating capacity for 45-55 students in schools having 200-550 students.
- b. The number of reading rooms depends upon the size of the enrollment and the organization of the school. In terms of supervision and good service, no more than 100, and preferably no more than 80, students should be seated in one reading room. In larger schools, multiple reading rooms or special library areas therefore needed.

- (5) Demonstration school libraries require extra space in order to accommodate visitors and observers. Twelve-grade schools may need larger space to provide separate areas in the library for elementary and secondary school students and many, in some instances, have separate libraries for the elementary and secondary school groups.

c. The library quarters are large enough to house the collections of materials required for the needs of the students and faculty to provide for the effective and convenient use of these materials. Adequate space is planned for the reading, viewing, and listening pursuits of students and faculty, for the arrangement and housing of materials, and for the management of the library. The library suite also contains classroom and conference room space to meet the special needs of students, teachers, and librarians in the use of library materials and in teaching students how to use the library and its resources.

3. Library quarters have the characteristic of flexibility as well as amplitude. Flexibility in libraries can be achieved in many ways: a minimal use of load-bearing walls and elimination of structural columns; modular planning; exchangeable equipment; the use of outdoor spaces adjacent to the library; and the design and arrangement of levels and areas so that they may become extensions of other areas. New developments in educational programs, instructional methods, and class groupings, and the uses of library resources that accompany them, make it essential for the library quarters to have this element of flexibility.

4. Any newly developed equipment that increases the efficiency of the school library's organization and that expands the breadth of its services is acquired. The uses of closed circuit television for reference services and for library instruction between the library and classrooms in the school are examples. The newer electronic devices and machines provides imaginative librarians with many possibilities for exploration and experimentation.

5. Design and arrangement make the library attractive, comfortable and convenient. Proper control of light, acoustics, ventilation, and temperature are essential. The color design, and other decorative arrangements of the library reflect beauty and are harmonious, pleasant and inviting in their total effect. As a result, using the library becomes a pleasurable as well as a profitable experience for children and young people." (1)

(1) Standards for School Library Programs. American Library Association. Chicago. 1960.

### Recommendations for Standards for Quarters in Schools for the Deaf

The majority of schools for the deaf are situated on large campuses with many buildings located at considerable distances from one another. This, per se, faces school administrators with several decisions to make regarding the location, or locations of the main library and branch library quarters.

This, plus the equally important factor of the broad age range of students to be served, led the librarians concerned with this study to recommend that separate library quarters be provided for different age groups. In most schools this would mean a main, or central library, and separate branch library quarters in different buildings.

This presents a staffing problem, it is true, and calls for some duplication of materials. The group felt, however, that the interests and the needs of the various age groups to be served were so different that quite different quarters were necessary. For example, the furniture, equipment, collections, decor, and atmosphere of a pre-school or elementary school library are very different from those suited for a senior high school library or a professional library.

It is recommended that separate library quarters be provided for the lower school, or primary department, the middle school and junior high school ages, senior high school, and a professional library where needed. Suitable decor and furniture appropriate for each group should be provided.

Library areas for younger children in addition should have counter height and five shelf wall shelving, a large picture book area, story-telling and group work areas equipped with amplification (group hearing aids, chalkboards, projectors for showing all types of visual materials, and a listening area.

The libraries, or resource centers, serving older students and adults can have seven shelf high wall shelving and/or stacks, and should be liberally equipped with individual study carrels wired for viewing and listening. They should also have microfilm readers, periodical and index tables, dictionary and atlas stands, and vertical files for pamphlets.

The quarters that serve as the main, or central, library should provide space for extensive picture files and transparencies (unless they are also decentralized), ample shelving for 16mm and 8mm motion pictures, filmstrips, slides, and recordings. In the main library quarters, space should also be provided for the production of visual and tape materials, and museum-type materials.

In warm climate, all library quarters should be air-conditioned and an even temperature of not over 70 degrees maintained.

Office and workroom space as well as an area for cataloging would logically be adjacent to the main or central library. And if the library or instructional materials department has any responsibility for textbooks they also might be shelved in an adjacent room.

If, for staffing purposes, or for other reasons (a school in one building serving ages kindergarten through 8th grade, for example), it is desirable and necessary to have one centralized library serving the entire student population as well as the faculty, certain steps should be taken in planning the quarters. Separate but interconnecting rooms, or areas, should be arranged so that faculty, junior and senior high school students, and middle and younger age groups each have their own clearly defined areas furnished and equipped to carry out their own distinct functions.

### Space and Seating Capacity

What do all these recommendations mean in terms of allocation of space, provision of seating capacity, and shelving capacity?

Educated opinion advocates that space and seating capacity in a school for the deaf should exceed Standards recommended for schools for the hearing of comparable size for the following reasons:

1. The wide age range served requires separate areas, or separate rooms, which means that needed floor space is increased in size.
2. Since each area, or room, needs adequate seating, both for independent individual reading and study, and for arrangements for group work, the total seating capacity should be higher than in a hearing school of comparable size.
3. Since large book collections are recommended (see discussion of this in chapter on Collections) adequate shelving must be provided. Standards for hearing schools recommend shelving sufficient to house three-fourths of the collection, pre-supposing that one-fourth of the collection will be in circulation. Reading is difficult for deaf students and experience has shown that a larger proportion of volumes will be on the shelves in schools for the deaf. This is true even in schools where great emphasis is placed on all aspects of the reading program. In view of this, shelving capacity should be provided for 80 to 85 per cent of the book collection in schools for the deaf.



4. Evening and week-end use of libraries for study and recreation by resident populations, counselors, or houseparents, means more seating capacity since the use quite possibly would involve larger groups coming to the libraries during the times when classes are not in session.
5. Larger areas are needed, and this need will increase for equipment in use and for equipment in storage, as visual and auditory materials are produced and made available in ever greater abundance by the Captioned Films program.
6. Shelving and circulating the 16mm captioned educational films now create a space problem in many schools. This situation will become more acute in view of the wealth of materials which will be produced by Captioned Films and distributed to all schools for the deaf.
7. There is need for production rooms in which library or instructional materials centers staff, faculty, and students can prepare visual and taped materials.
8. Conference rooms and story hour rooms should be provided.
9. In many schools for the deaf space for a professional library and facilities for reference and research should be provided for student teachers and research staff as well as for regular faculty.
10. A number of schools for the deaf serve as demonstration centers. The ALA Standards referred to at the beginning of this Chapter point out the necessity for extra space in demonstration school.

In summary, the observations during the on-site visits, the consensus among the Advisory Council members, and the opinions of the Library Specialist Consultants all confirmed the fact that larger quarters and more equipment are necessary to give adequate library services in schools for the deaf than in schools for the hearing.

The following quantitative Recommendations are made for consideration by members of the professional associations representing educators of the deaf:

1. Reading room (main room) has seating capacity of 55-65 in schools with an enrollment of 200-500 students, and 45-55 in schools having under 200 students.
2. Reading room (main room of each library) has dimensions of 40-45 square feet per reader.



3. Sufficient space for heavy traffic areas around charging desk and equipment check-out points.
4. Five feet of space should be allowed between adjacent tables and five feet between tables and shelving.
5. Shelving capacity should be provided for 80 to 85 per cent of the collection.
6. Separate rooms or areas of the library-instructional materials center, or different areas of a central library suite should be appropriately equipped, furnished and decorated for the different age groups to be served.
7. There should be ample space for all types of audio-visual equipment to be stored when not in use.
8. An ample number of study carrels wired for viewing and listening should be provided.
9. The library should have at all times for its own use the following:
  - Overhead projector.
  - Opaque projector.
  - 8mm projector.
  - 16mm projector.
  - Turntable for records
  - Tape recorder.
  - Typewriters as needed.
10. The library, or libraries, should have attractive and inviting decor.
11. Rooms or areas for storytelling should have the following:
  - a. Appropriate acoustic treatment.
  - b. Seating capacity for one class plus the average number of adults usually in attendance.
  - c. Group hearing aid.
  - d. Chalkboard.
  - e. Wall screen.
  - f. Sufficient electrical outlets to use visual and auditory materials.
  - g. Visual and auditory equipment for use during story presentations.  
(This will provide flexibility for dual use of the room.)
  - h. Blackout device for window light control.
  - i. In demonstration schools, a one-way vision window into the story hour rooms for observation should be provided.

12. The room, or rooms, in the library suite or the instructional materials center designed as the visual education room or library classroom should have the following:
- a. Seating capacity for three classes plus seats for the average number of adults usually in attendance. Allow six square feet per seat. Fixed seats are desirable since the arms can be constructed for insertion of the student's Y cords into the motion picture projector's sound system. Such a room will usually be used only by one class at a time, i.e., by the class having their regular library period. However, the greater seating capacity offers flexibility for multi-use such as screening films for members of the faculty, or bringing more than one class together for some special event. Such a room, however, is not intended for use as an auditorium and should be kept small enough to provide a teaching situation.
  - b. Permanently installed double screen mounted to allow for projection of two images simultaneously. Screen should be able to tip inward at the base for use with overhead projectors.
  - c. At least one, and preferably two chalkboards, should be provided. They should be mounted on tracks on either side of the screen to permit them to be pushed aside when screening, and pulled to the center when needed for teaching.
  - d. Electrical control panel should be installed in a lecturn at the front of the room slightly to one side of the screen. Eastman Kodak engineer's specification for such a control panel provide for five button controls. One to control total room lighting, one to control a spotlight for the speaker's face (in schools for the deaf), two to control projectors, and one to control audio (tape or records).
  - e. Blackout device for window light control.
  - f. Ventilating device if building is not air-conditioned.
  - g. One projector each of as many types as needed should be assigned permanently to insure that visual education room will be ready for use at all times.
- (N.B. this is in addition to equipment which circulates, or which is in the individual classrooms)

#### Audio-Visual Equipment

The total audio-visual equipment which should be provided in a school whether by the library, a combined instructional materials center, or a separate audio-visual department should be studied in connection with the pamphlet, QUANTITATIVE STANDARDS FOR AUDIO-VISUAL PERSONNEL, EQUIPMENT AND MATERIALS, published by the Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The Standards presented in the above publication were adopted by the Department in October 1965.

Their quantitative equipment guidelines are based on teaching stations and divided into two categories as in the following sample:

	<u>Basic</u>	<u>Advanced</u>
16mm sound projector	1 per 10 teaching stations	1 per five teaching stations
filmstrip or combination filmstrip slide projector	1 per 10 teaching stations	1 per five teaching stations
filmstrip viewer	1 per three teaching stations	1 per teaching station

The DAVI EQUIPMENT GUIDELINES are quite extensive and complete and have taken into consideration the rapid technical changes that are occurring. They note, for example, "Such significant changes are occurring in the 8mm medium which do not at present justify quantitative guidelines." (1)

Certainly in the field of the education of the deaf, which is receiving specially prepared visual materials in ever increasing quantities from the Captioned Films Office, educators will want to consider very carefully the provision of adequate equipment for the use of these important materials.

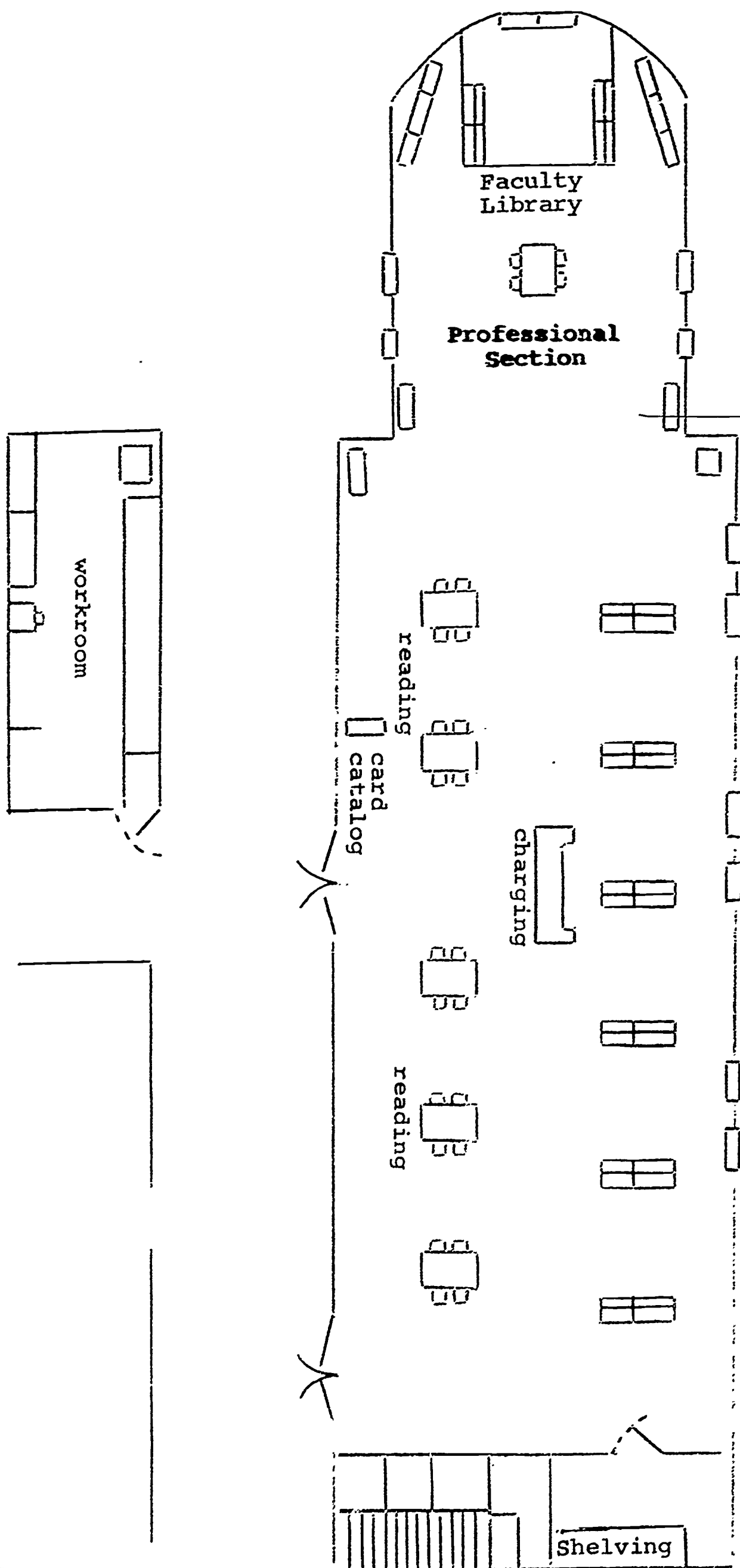
(1) QUANTITATIVE STANDARDS FOR AUDIOVISUAL PERSONNEL, EQUIPMENT AND MATERIALS. DAVI. NEA. 1965. Washington, D.C.

### SAMPLE FLOOR PLANS

Administrators, librarians and architects planning for new or remodeled library quarters will want to study carefully the ALA STANDARDS; THE SCHOL LIBRARY, published by the Educational Facilities Laboratory; LIBRARY FACILITIES FOR ELEMENTARY AND SECONDARY SCHOOLS, Special Publication No. 10 of the U.S. Office of Education; and pamphlets such as SPECTRUM OF ELECTRONIC TEACHING AIDS, a report from the School of Education, Stanford University, also published by the Educational Facilities Laboratory.

Because many schools for the deaf are of a vintage age and are planning for remodeling, construction of new wings, or new buildings some sample plans of actual libraries in schools for the deaf are included.

## 1. Private Denominational Residential School





1. Private Denominational Residential School  
Population: 154  
No librarian at the time of the on-site visit.

Construction of a separate chapel building on the campus released the space of the former chapel. Location is at the head of the stairs, second floor of the main administration and classroom building. The appearance is warm and colorful. Wood paneling, art designs on the panels, and stained glass windows have been retained.

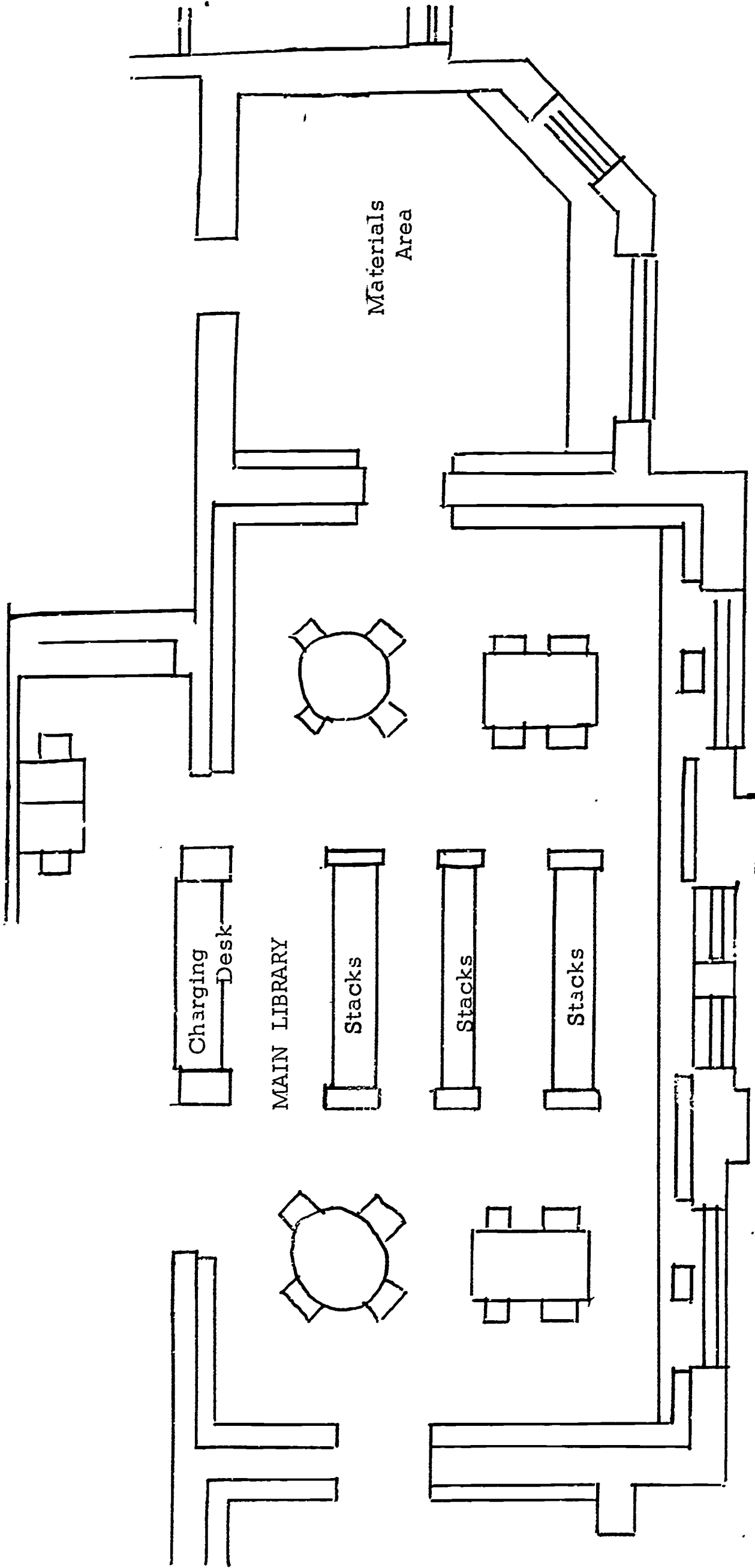
One of the chief stumbling blocks in remodeling was securing an adequate light level. A lighting engineer devised a well-lighted ceiling giving the appearance of a skylight, a pleasant illusion since the stained glass screens out any views from the windows.

The section that had been the altar houses the professional library with a table seating four. The main part of the chapel has become the children's reading room and circulation center with seating capacity for 20, and six freestanding stacks.

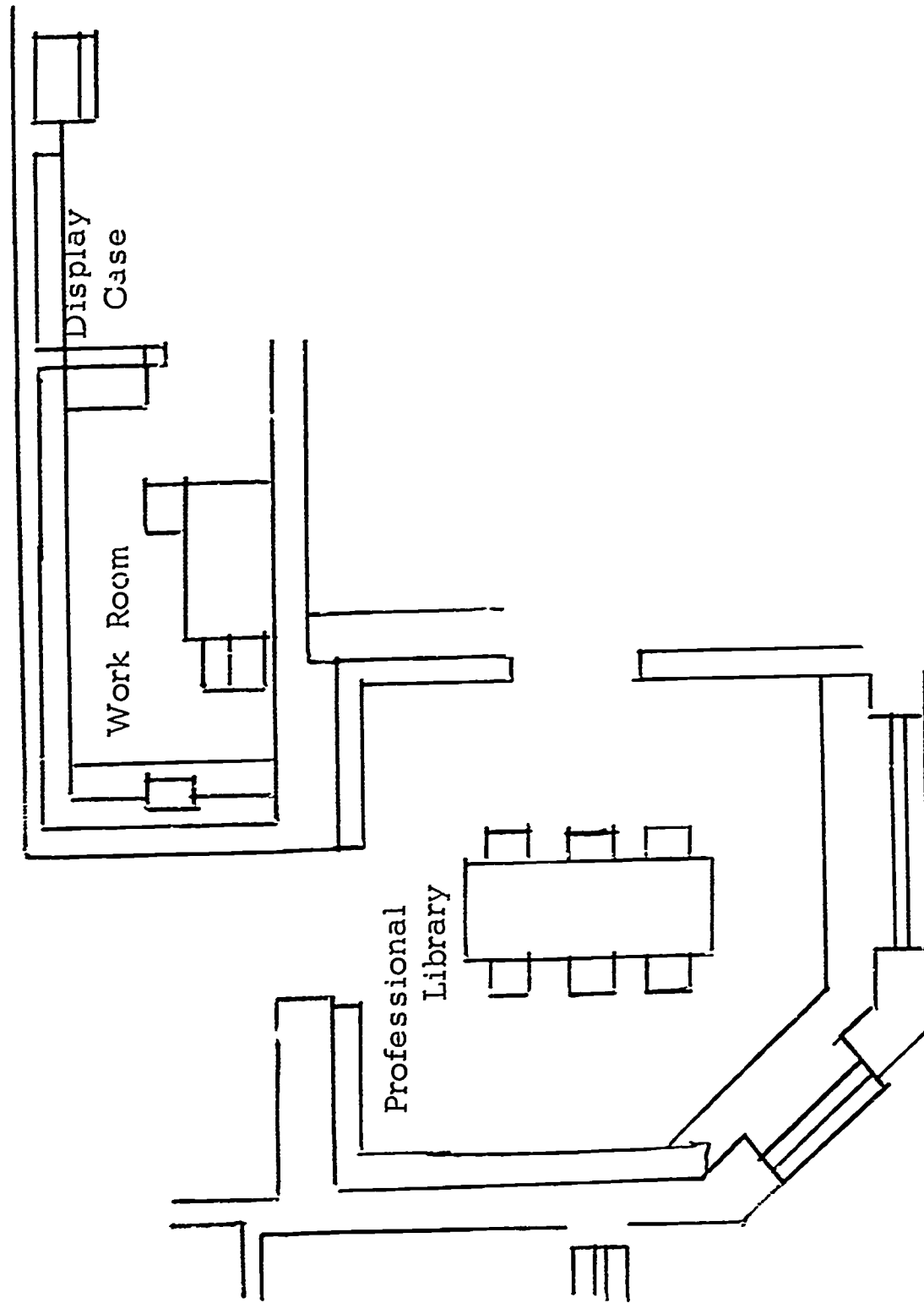
Space from which a very large organ was removed will house the pamphlet and picture files. Three closets and a balcony are used for storage of visual and other equipment. A room across the hall, formerly the sacristy, is used primarily as a workroom.

Furniture and stacks are new and attractive.

2. Public Residential School (Section One)



2. Public Residential School (Section Two)



## 2. Public Residential School

Population: 517.

One librarian. One half-time clerk.

Apartment space occupied by a former principal was released and remodeled to house this attractive new library.

The former foyer still makes a pleasant entrance and also houses periodicals, two carrels, a combination catalog and file, and a display case.

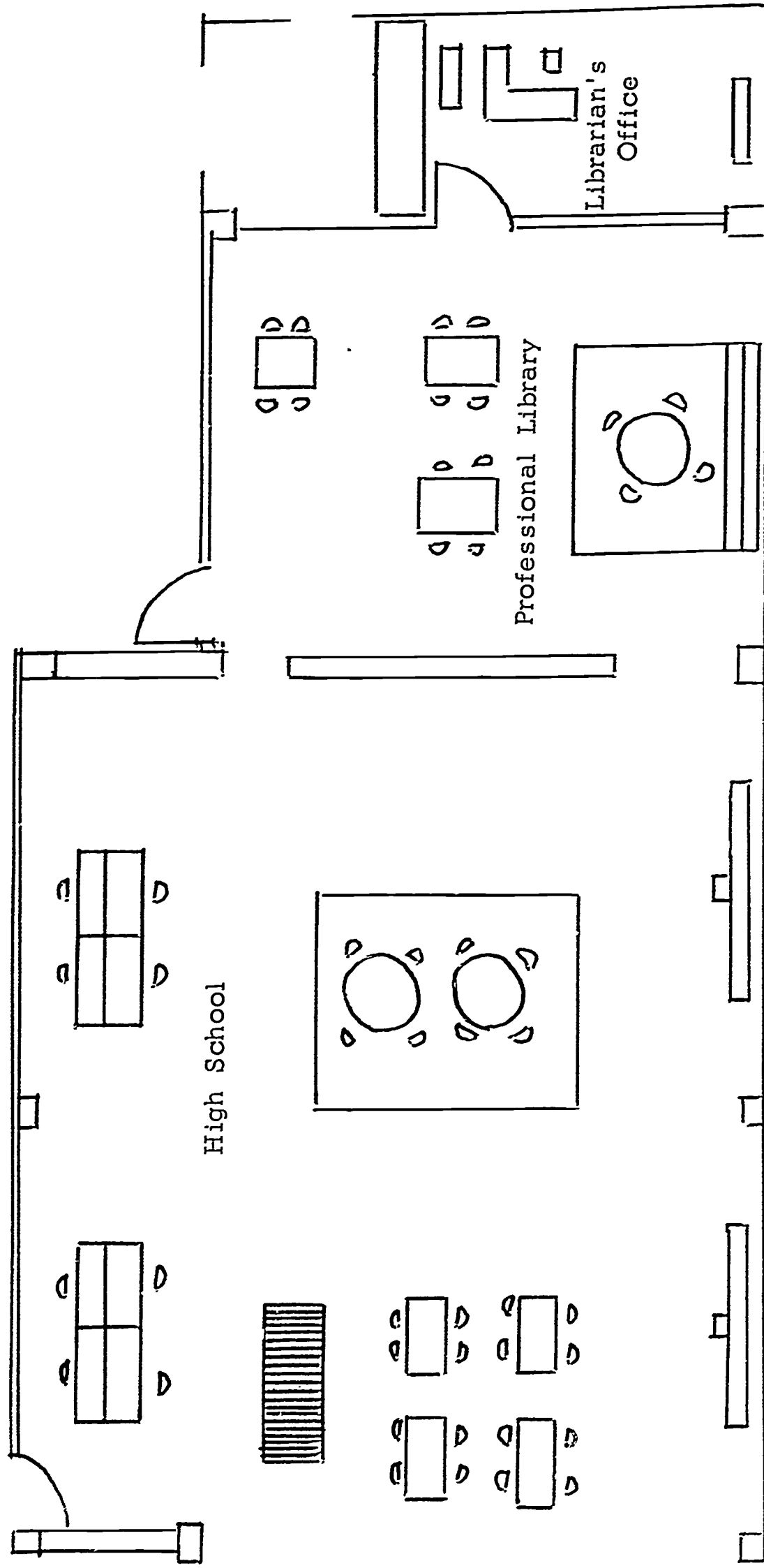
The charging desk thrusts forward into the entry space, and is backed by a seven shelf stack for ready reference materials. Behind the charging desks are rows of stacks for materials for middle and upper school children, whose seating area is between the stacks and the entrance to the professional library. Seating capacity of eight in this section is, of course, below recommended Standards. Total seating capacity is only 34 which is below Standards for a population of over 500.

The other wing of the library is arranged for the use of the younger children with picture book shelving and low tables and chairs. The corner nearest the entrance to the instructional materials entrance is set up for storytelling and includes a group hearing aid. (Not shown on the plan.)

The instructional materials room houses films, records, and circulating equipment when it is not in use.

Although neither one of these libraries is large enough, and seating capacity and shelving capacity are not sufficient for the future, they both represent ingenious use of old space and are excellent starts in the right direction.

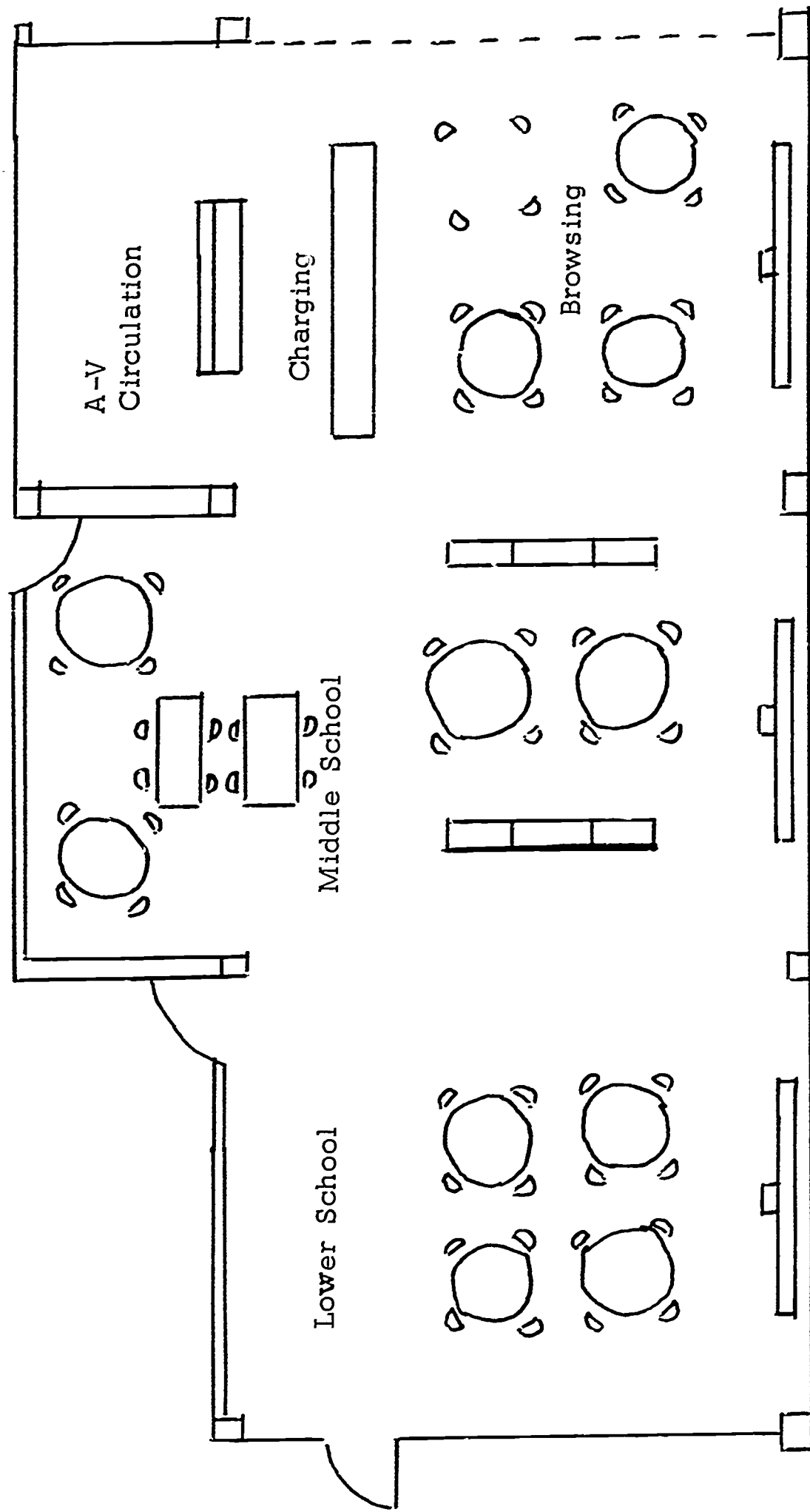
### 3. Public Residential School (Section One)



These interconnecting rooms constitute the library suite and run along two sides of the main floor corridor. Because of the size the plans are reproduced in five sections. Section one, two and three flow into one another on one side of the corridor. Section four and five are directly opposite across the corridor.

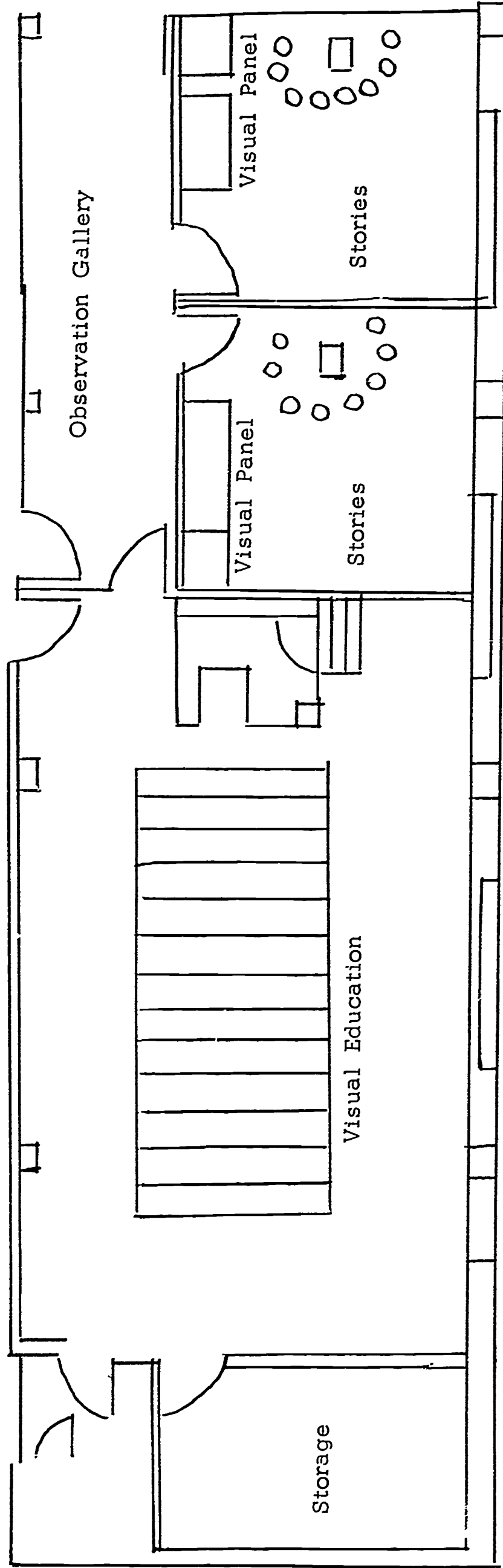


3. Public Residential School (Section Two)

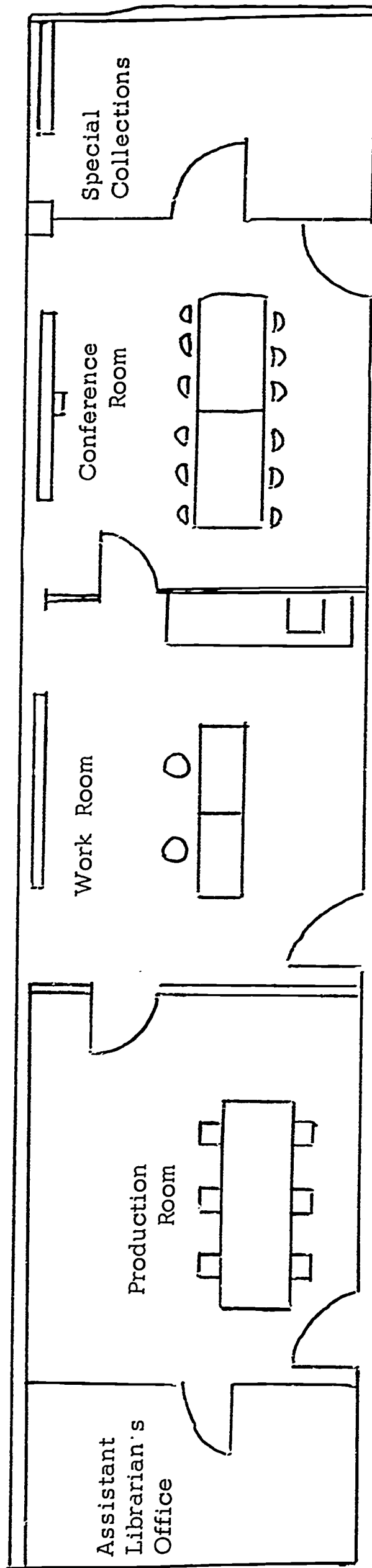


### 3. Public Residential School

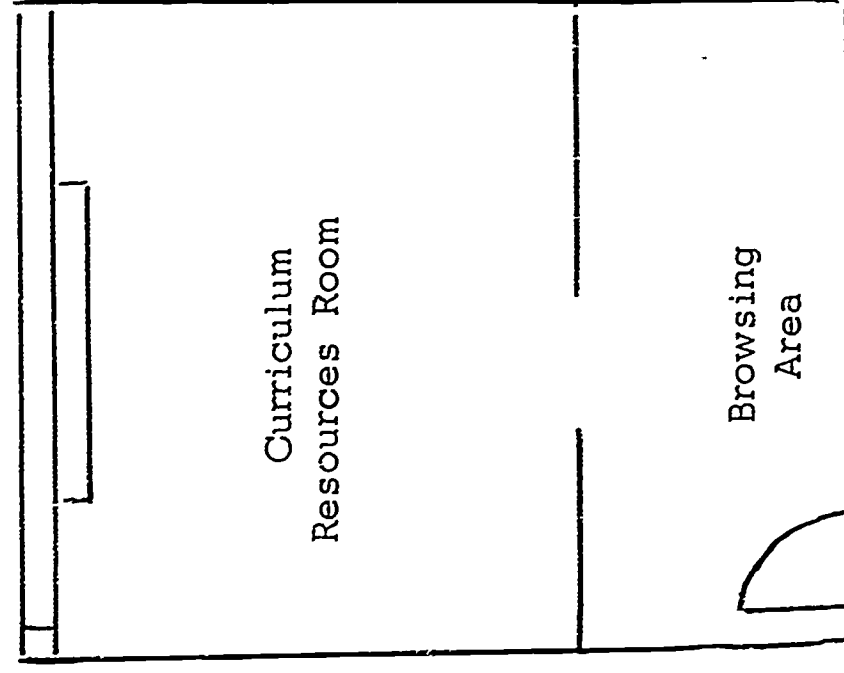
(Section Three)



3. Public Residential School (Section Four)



3. Public Residential School (Section Five)



### 3. Public Residential School

Population: 264

Two librarians. One clerk=typist.

This library suite has been planned for a one building school that currently has a new building under construction. The library will be centralized so that activities may be supervised by minimum staff. However, different areas will be set off distinctly by the position of seven shelf high shelving between the professional library and the high school library, and between the high school library and the middle school and lower school areas. The entire expanse of these reading areas will be acoustically treated and carpeted so that noise should not be a problem to hearing people using the professional library.

Seating capacity in the inter-connecting reading rooms will be as follows:

Professional library	22
High school	32
Middle school	24
Lower school	20
Browsing areas	16
	<hr/>
Total	114

Story hour rooms are separate and will ordinarily have a seating capacity of eight children (one class), and three adults. Additional chairs can be added when needed, and the rooms can be set up for viewing or for conferences as needed. Both story hour rooms will be equipped with group hearing aids, chalkboards, cupboards, tackboards, and low shelving. One way vision windows are provided for viewing from the observation gallery.

The screening room (visual education) will have fixed seats equipped with side arms for note taking, and with audio jacks so that ear molds or head sets may be connected to the motion picture sound system.

The lectern at the front of this room will be equipped with an electrical panel for remote control of five projectors, one tape, spotlight, and the general light system. The screens will be double width to allow for simultaneous projection of two images, and the upper part can be tilted outward for use with the overhead projector. There will



be chalkboards that slide on tracks so that they may be kept on either side of the screen, or pulled over to center in front of the screen when needed. Draw draperies on an electric track will cover the door to dead storage area as well as covering the screen when it is not in use.

Some of the library center's suite of rooms will be situated across the hall. The instructional materials room will have an open browsing area at the entrance. Here open shelves will hold sample copies of texts and other materials. Stacks in the closed area will be for shelving duplicate copies, and a small charging desk situated at the entrance to the stacks will handle circulation activities.

The production room will be equipped with a sink, cameras, duplication equipment, and a proto-printer for making transparencies. The assistant director of the department who specializes in visual media will have his office adjacent to the production room.

The workroom will be equipped with sink, typewriter, shelving for books and other materials being received and processed, and cupboards for supplies.

The conference room will have two conference tables for flexible arrangements. It may be darkened for visual presentations, and there is a chalkboard specified for one wall of the conference room.

Adjoining the conference room will be a room for special collections, such as rare and/or early and out-of-date books on the education of the deaf, history of deafness and related subjects. The faculty's recreational reading library will also be shelved in this room.

Additional space on a lower level will be reserved for future use by the library for equipment for automation. For example, any equipment for electronic retrieval of information, or consoles holding banks of visual materials for showing via closed circuit T.V. would eventually be housed in the lower area.

## CHAPTER VIII

RECOMMENDED EXPENDITURES

Considering the known urgent needs in libraries in schools for the deaf, the recommendations for minimal expenditures were very seriously considered.

Two of the Project's Library Consultants are currently engaged in the revision of the 1960 ALA Standards. Dr. Henne is Chairman of the Committee to revise the Standards in relation to present day curriculum and costs. Miss Mae Graham is a member of that Committee. Their recommendations to this report were highly valued.

Special consideration was also given to the fact that schools for the deaf have smaller populations than most schools for the hearing. Half the schools in the Project's sample, for example, fall below 250, while the largest school had a population of 532 at the time of the on-site visit.

Costs of Books

Since the average cost of books for elementary grades is now \$4.00 and for junior and senior high schools, \$7.00, the following formulas are suggested:

In order to provide good library resources to meet the needs of students, it would seem that a minimal allocation would provide the equivalent of three books per year per student. This figure would cover not only new titles for the collection but also any needed duplication of books.

The formula used to obtain these suggested figures was as follow:

In a school of 250 population a total of 125 students at the elementary or lower level was estimated.  $125 \times \$4.00$  (average cost per book) = \$500.  $\$500 \times 3$  (new books per pupil) = \$1,500.

In a school of 250 population a total of 125 students at junior and senior high school was estimated.  $125 \times \$7.00$  (average cost per book) = \$875.  $\$875 \times 3$  (new books per pupil) = \$2,625.

Grand Total      \$4,125.

If the majority of the students were reading children's books rather than adult books (senior high schools for hearing students purchase mostly adult books), and the cost of all books averaged out at \$5.00, then the following formula would obtain,  $250 \times \$5.00$  (average cost per book) = \$1,250.  $\$1,250 \times 3$  (new books per pupil) = \$3,750.

The same formula applies to the larger schools which range up to 500 or slightly more.

Since schools aspire to more than the bare minimum the following range of expenditures is recommended:

1. Schools having 250 or fewer students:  
Recommended minimal \$3,750 - \$5,000.

2. To be provided for in addition: Reference books, encyclopaedias, dictionaries, pamphlets, periodicals, and newspapers.

2. Schools Having more than 251 students:  
Recommended minimal \$5,000 - \$9,000.

To be provided for in addition: Reference books, encyclopaedias, dictionaries, pamphlets, periodicals, and newspapers.

3. Schools with accredited senior and high school programs:

It is extremely difficult to estimate how much a school library budget must be increased to provide for a full senior high school program. As is pointed out later in discussing adequacy of collections, if accredited senior high school courses are being given, the students academic and non-academic needs and interests must be provided for no matter how large or how small the student body is.

One rule of thumb might be that an additional \$1,000 should be added to the school's regular library budget to provide for the broader requirements of the accredited program.

### Summary

#### Expenditures for Library Printed Materials:

250 and under.....	\$3,750 to \$5,000.
251 and over .....	\$5,000 to \$9,000.
With accredited senior high school.....	Plus \$1,000.

The Consultants, the Advisory Council, and Project Director realize the difficulties in obtaining approval for new budget items, or substantial increases in old budget items. However, in view of the proven needs, schools are urged to implement the recommended standards for expenditures.

### Professional Library

All the residential schools visited had some professional book collections. They varied greatly in size from a few dozen titles to around 6,000 volumes. The average collection ranged around 500 to 600 volumes.

Expenditures ranged according to the size of the book collection and annual purchases made. Responses to the question of appropriations for professional books indicate that most schools do not earmark funds but purchase as needed from general funds.

The needs of the schools differ markedly and schools that serve as teacher training centers have the largest professional collections since they have to provide for course work given on campus.

The publishing industry estimates that the average price of books classified in the field of education is \$5.79, and the average for books in the science field is \$12.30 (1). These two figures taken together with the average number of titles added annually plus the cost of professional periodicals can serve as a basis for estimating expenditures for the professional collection.

For schools serving as teacher training centers:  
\$1,000 - \$1,500 is recommended as a minimum.

### Audio-Visual Materials

The Department of Audio-Visual Instruction of the National Education Association adopted quantitative Standards for various aspects of an audio-visual program in December 1965. For provision of materials, they recommend a budget of 1.5 per cent of the instructional cost per child per year.

In schools for the hearing, the 1963-1964 instructional cost per year was reported to be \$455.00 (2). Using the 1.5 per cent figure, therefore, \$6.80 would be the appropriation per child for the provision of audio-visual materials.

Because the cost of educating a deaf child is so much higher than that of educating a hearing child the DAVI formula is not applicable. The American Annals of the Deaf Directory for January, 1966 shows that in 16 schools for the deaf the annual instructional cost per child is over \$3,000 and in two of these schools it is over \$4,000. Taking a school reporting an instructional cost per child of \$3,174 and applying the formula of 1.5 per cent would mean a recommendation of \$47.61 per child. This figure is clearly not realistic.

(1) Publishers Weekly, January 17, 1965. p. 69.

(2) Digest of Educational Statistics. 1964 Edition. U. S. Office of Education. Bulletin No. 18. 1964.

Since each deaf student is thought to be the equivalent of four hearing students (in terms of staff and the provision of services) one formula for arriving at a reasonable figure for schools for the deaf would be to divide \$47.61 by four and round out the amount to \$12.00 per student. This is roughly double the amount DAVI suggests for schools for the hearing, but all concerned with these standards have consistently felt that deaf students needed more audio-visual materials than do hearing students. The fact that the Captioned Films Office provides schools for the deaf with much valuable material at no cost to the schools was also taken into consideration. In view of the needs of deaf students it was still thought that the DAVI recommendation of 1.5 per cent divided by four should be endorsed for schools for the deaf.

#### RECAPITULATION FOR ALL MATERIALS

##### Student library books:

Schools under 250	.....\$3,750-\$5,000.00
Schools 251 and over	.....\$5,000-\$9,000.00

Professional library .....\$1,000-\$1,500.00

##### Audio-Visual Materials:

1.5 per cent per annual instructional cost per student divided by four.



## CHAPTER IX

RECOMMENDATIONS ON LIBRARY MATERIALS COLLECTIONSSIZE OF BOOK COLLECTIONS

The (1960) National Standards regarding size of collections are outdated for good schools but nothing as yet has supplanted them. Also Standards prepared for day schools are absolutely minimal for boarding schools and campus-type schools.

As noted in the Status report, the majority of libraries in the 30 schools in the sample fall below the size range recommended. A first target should be to bring all library book collections up to present quantitative Standards as quickly as possible. From such a point the schools could then go on collection building as standards for schools for the deaf are formulated.

Accordingly, until the ALA Standards are revised and until standards for schools for the deaf are adopted, the present quantitative Standards can be continued as guidelines for schools for the deaf.

The Standards recommend 6,000 - 10,000 books for a minimum size collection in schools having 200-999 students.

The ALA Standards take special note of small kindergarten to 12th grade schools having 200 students. (1) It is recognized that in schools that are small in population yet have a wide grade span running from kindergarten through the 12th grade special problems exist. In relation to such problems, the Standards say that "it is not realistic to state that the library in every case meet quantitative Standards on a dual basis".... "precise standards for the K-12 group cannot be formulated because of many variables that exist in relation to the grade distribution of the student population, available funds, and other factors." (2)

In the many schools for the deaf which would be categorized as "small" schools when juxtaposed among schools for the hearing, it is recommended that they have ample books and therefore, ample choice per child for printed materials. This would mean that in a school of 100 student population, for example, that there be a choice of 60 titles per child to provide a minimum collection of 6,000 books.

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- (1) Standards for School Library Programs. American Library Association. Chicago. 1960. p.25.
  - (2) Standards for School Library Programs. American Library Association. Chicago. 1960. p.76.

### Periodicals, Newspapers and Pamphlets

The American Library Association recommend the following: (1)

#### 1. Magazines:

- a. At least the following number of titles in the general magazine collection in:
 

Schools having Grades K-6.....	25
Schools having Grades K-8.....	50
Junior high school.....	70
Senior high school.....	120
- b. Plus at least five titles in the areas of librarianship and instructional materials.

#### 2. At least 3-6 newspapers.

#### 3. An extensive collection of pamphlets covering a wide range of subjects.

In view of the relative smallness of the populations in schools for the deaf the same comments quoted previously regarding small schools and duplication of materials would seem to pertain regarding magazines. In this instance only, the ALA Standards appear to be unrealistically high when applied to schools for the deaf.

Experience has demonstrated that 25 titles are ample for a school with a population of 250 students.

The only additional recommendation would be an obvious one and that is to subscribe to an adequate number of periodicals in the field of the deaf.

### Films

The number of educational motion pictures available for deaf students' use, realistically, will depend on the number of captioned films available. Since they have been, and are being produced in relatively generous supply, schools for the deaf will have educational motion pictures in adequate quantity. These captioned educational motion pictures are supplied free to schools for the deaf, and are on deposit in schools on a long loan basis, which in effect, is a permanent basis. The educational film collection for use with students at present contains 150 titles and new titles are being added at the rate of about two a week.

This is not to suggest that other motion pictures from other sources should not be used. Films should be rented or borrowed from other sources as needed and funds should be available to cover rental fees.

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(1) Standards for School Library Programs. American Library Association. Chicago. 1960. p.76.

In addition to the educational motion pictures, the United States Government through the Captioned Films for the Deaf program is providing numerous other visual materials which are of great value to the schools. Thus, schools for the deaf find themselves in an advantageous position regarding visual learning materials, and in this field have much richer resources than do schools for the hearing.

The recommendation of this Project in relation to educational motion pictures does not concern quantitative standards because they are not necessary in view of the fine Captioned Films program. Rather the recommendation is aimed at quality, i.e., the best possible use of these new materials.

Although the following recommendation impinges on personnel and the training of personnel, it is not inappropriate to include it here since it is so important that these new visual materials be widely and wisely used with the deaf.

#### Recommendation

It is recommended that librarians, whether or not they administer the film collection, inform themselves about the films, use them, disseminate information about the films to the faculty and students, and assist the faculty and students to make frequent and appropriate use of captioned and other educational motion pictures.

#### Filmstrips

One of the most flexible and useful classroom materials is the film-strip. On a first class filmstrip subjects are presented clearly, vividly, and in sequence. Printed commentary on filmstrips for children is usually brief, to the point, and relatively simple. It has to be, the very form requires short, simple sentences. In addition to these advantages, the pace or the speed, of viewing and reading is controlled by the teacher, and a class can linger on an individual picture (frame) as long as is necessary or desirable.

The Project Committee urges, therefore, that filmstrips in schools for the deaf be provided in great profusion. The Standards recommended by the Division of Audio-Visual Instruction of the NEA is as follow for filmstrips:

	<u>Basic</u>	<u>Advanced</u>
Filmstrips	1 per student per ADA (1) the preceding year.	1-1/2 per student per ADA (1) the preceding year.

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(1) Average daily attendance.

### Recommendation

In terms of use of filmstrips in schools for the deaf experience has proven their value and their widespread use when made available. The recommendation is, therefore, as follows:

Basic filmstrip collection: 3 filmstrips per student per ADA (1) the preceding year.

Add to the collection yearly: 1 filmstrip per student per ADA (1) the preceding year.

### Other Visual Materials.

The DAVI guidelines has this to say about some types of visual materials:

"Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible to develop quantitative guidelines for all types of audio-visual materials. The list below includes some of these materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for the instructors' use. Each item listed must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audio-visual materials with one item dominating the program." (2)

### Recommendation

It is recommended that schools for the deaf provide visual materials such as those listed below as needed in the curriculum:

- 8mm films
- 2x2 slides
- 3-1/4x4 slides
- Transparencies and transparency masters
- Study prints
- Maps
- Globes
- Dioramas

- 
- (1) Average daily attendance
  - (2) QUANTITATIVE STANDARDS FOR AUDIOVISUAL PERSONNEL, EQUIPMENT AND MATERIALS. DAVI. N.E.A. 1965. Washington, D.C.

The fact that the Captioned Films Office is already supplying schools for the deaf with some of these items is a great help to the schools, and the range of materials and assistance provided will become even more valuable in the future.

### Audio Materials

The special place of audio materials in schools for the deaf was noted in the Chapter on Status of Collections.

Wherever the audio materials are administered and housed, either in the library or in the auditory training department, the supply should be sufficient to meet the demands of the school's curriculum.

### Professional Collections

As was reported in Section One, the professional collections vary greatly both in size and in subject coverage in the 30 schools in the sample,

Because of the many variables that exist, it is not possible to formulate precise quantitative standards for the professional libraries in schools for the deaf. Whether or not the school is a teacher training center, the size of the student teacher class, the geographical location of the school, and the distance between the school and the campus of any affiliated university, are all factors which will influence the size and subject coverage of the professional library.



## CHAPTER X

## RECOMMENDATIONS FOR LIBRARY PROGRAMS

To develop programs in libraries in schools for the deaf librarians and school administrators are urged to read and study Chapters II and III of the ALA's Standards for School Library Programs. These chapters describe in very stimulating fashion the objectives and scope of school library programs in regular schools and suggest many activities that will increase the contribution which the school library can make to the school's total program. .

Suggestions for school library program activities specifically designed for schools for the deaf may be found in "School Library Services for Deaf Children." (1) These include comments on storytelling, selection of stories to be told, how to handle the language and communications problems involved, book reporting, and lessons in library and reference skills.

Those responsible for library services in schools for the deaf will want to go beyond the regular standards and consider which activities described in "School Library Services for Deaf Children," and which activities suggested below by the Project's total professional group, should have priority in schools for the deaf and what additional, or different, activities might be meaningful for deaf pupils.

Guidelines

To provide guidelines for good programs the following services and activities are suggested as being highly desirable ones to be provided by the library staff in schools for the deaf:

1. Individual Service to Students and Faculty.  
     Reference service.  
     Reading and reading guidance.  
     Guidance in viewing and listening.  
     Assist individual teachers in use of materials as needed.  
     Assist individual teachers to develop and produce audio-visual materials for classroom use.
2. Group work with Students in the Library.  
     Conduct story hours for appropriate chronological age groups and educational levels.  
     Teach students to do book reviewing.  
     Conduct book and literary discussion groups.

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(1) Cory, Patricia Blair, School Library Services for Deaf Children.  
 A. G. Bell Association for the Deaf. Washington, D. C. 1960.

Show educational motion pictures and filmstrips as part of the library program. (In addition to circulating these materials to the classrooms.)

Read worthwhile books together with selected classes.

For example, a notable biography or a classic such as "Robinson Crusoe," "Treasure Island," or "Tale of Two Cities" might be read at the rate of a chapter each week with the chapter read being discussed during each weekly library period.

Give instruction in library skills.

Give instruction in the use of reference books.

Give instruction in the use of visual materials and the equipment necessary for their use so that students may use these materials independently.

### 3. Work with the Faculty.

Work with teachers and supervisors to acquaint them with all library materials, both printed and audio-visual.

Library staff give aid to teachers in developing audio-visual materials for classroom use.

Demonstrate group aspects of the library program for student teachers and new teachers.

Confer with supervisors and subject specialists on the strengthening of the library program and collections.

Head of library staff, or instructional materials center, serve on curriculum committee.

### 4. Publicize services and materials through displays, bulletin boards and bibliographies.

Although there was not unanimous agreement regarding storytelling and book reviewing during the library period (there were two dissenting opinions) the majority of those concerned with the Project were of the opinion that such activities were of particular importance to deaf students.

Because of their special importance with deaf students the following library group activities are more fully described for consideration for possible incorporation into standards.

#### Storytelling

Storytelling is an important experience for all children. Anna Beth Brown in her Chapter on "Story and Music Time" (1) has made some very perceptive comments on storytelling. "At story time a child pauses in his active play to experiment with concepts, to venture vicariously one

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(1) Brown, Anna Beth, "Story and Music Time" IN Leavitt, Jerome E., Nursery-Kindergarten Education. McGraw-Hill Book Company, New York. 1958.

step further into the world, to relive and deepen his experiences, and to release himself from the confinement of being a child in an adult environment. The story hour is a time of pure enjoyment. The story hour is a time of enrichment.....The seeds of empathy take root."

"Children have many needs and drives, to love and to be loved, to explore and to yearn, and not by any means the least of these needs is that for aesthetic satisfaction. The storyteller's careful selection can satisfy the immediate aesthetic hunger and at the same time establish a life long attitude toward books."

If storytelling is so important for hearing children it is infinitely more so for deaf children. Deaf children miss the pleasurable sounds like jingles, nonsense words, or the rhythmic cadence of rhymes that hearing children early associate in a pleasurable way with books as they are being read aloud to.

Also, since the acquisition of language is a slow and difficult process the ability to read comes later to a deaf child -- especially the reading of story books with colloquial language and idiomatic expressions.

The deaf child is, therefore, at the younger levels dependent on the adults around him for the presentation and interpretation of all types of literature and stories. A deaf child cannot be exposed to too much storytelling. The librarian should supply the teachers with ample story materials for use in the classrooms. The weekly library period may be used for storytelling for appropriate classes, and the librarian should encourage parents to do storytelling at home and look at and talk about the library books which the child may bring home.

The ways in which story presentation takes place will reflect both the philosophy of the school and the personality and experience of the storyteller. In the schools visited and described earlier in the status report, the storytelling in the libraries was observed under a variety of conditions that ranged from completely oral, to a combination of oral and finger spelling, to completely manual. Some storytellers liked to use picture books directly with a group, some preferred to select oversize picture books and use an opaque projector to project the pages, and some used the filmstrip form. Some followed the stories with dramatization, or role playing, to be sure that language and concepts had been thoroughly understood.

The important thing is, from the point of view of this discussion, that the children's library periods are being used to give them the beginnings of introductions to all kinds of literature. The storytelling program contributes to the reading readiness program, it provides the enjoyable emotional

experiences that lay the groundwork for a lifetime love of reading, it guides students to appropriate levels for their ages and abilities, and it encourages students to try independent reading of stories that have been told.

Because of the communication and reading problems stemming from congenital, or very early adventitious deafness, the storytelling technique can be profitably used during the library period up to an older age level than is the usual case with hearing children.

Story hour during the weekly library period should in no way interfere with, or decrease the number of times that teachers wish to do storytelling in their classrooms.

The 11 schools which checked that storytelling was conducted in their libraries are convinced of its worth and urged its widespread acceptance. The Project staff and Consultants concur and recommend the practice of providing regularly a generous amount of storytelling for deaf children.

### Book Reviewing

At older age levels when students are reading independently and have sufficient expressive language, it is also profitable to have the librarian (or the librarian and teacher together as a team if the teacher accompanys the class) lead the students in reviewing the library books which they have read.

Because of the difficulty in reading library (trade) books, as distinct from textbooks, it is highly desirable for the students to have professional assistance in reviewing and understanding what they have read. This assistance should be informal and enjoyable and should not constitute a reading lesson as such.

During these literary discussions young people enjoy telling one another about what they have been reading, and it gives the adult leader the opportunity to informally check on comprehension, to expand comprehension, and to discuss characterization, attitudes and ethical values to be found in good literature. It is recommended that this technique be used in libraries in schools for the deaf.

### Visual Materials

A third profitable area of activity that is valuable is the heavy use of visual materials by the librarian himself in the library's own program. (This is in addition to the circulation of visual materials to teachers in preparation of audio and visual materials.)



Filmstrips and captioned educational motion pictures are both clear and extremely stimulating formats for the presentation of literature and countless other subjects. Furthermore, they may be used independently or in conjunction with books. For example, studying "The Midnight Ride of Paul Revere" is made more meaningful and more enjoyable when it culminates in the showing of the captioned film about the poem.

Because of the existence of the Captioned Films program, schools for the deaf are in a position unparalleled in American education. A wealth of visual materials is produced and is pouring into our schools and there promises to be ample opportunities for schools for the deaf to raise their standards to great heights in this particular area.

It is recommended that the library staff take advantage of the unique opportunities to use visual materials wherever appropriate in the library and to promote their use among other faculty members by rendering information and assistance.

### Field Trips

Another useful activity is the conducting of field trips to nearby public or special libraries to introduce the students to the staff and to the resources available to them. The long range goal of such field trips, of course, is to enable the mature deaf student to feel confident to independently use such community resources as public library facilities, and to enable him as an adult to continue to both learn from and enjoy books.

### Recommendation

Those who have worked on the Library Project urge librarians and administrators to study the ALA guidelines on library programs, to consider the preceding recommendations, to review their own library programs in relation to their own school's curriculum and to incorporate into their library programs those services and activities which would be most useful and meaningful to deaf students.



## APPENDIX A

CHECKLISTLibrary Quarters

Central location - just how central is location? Describe?

Describe internal appearance including the lighting, ventilation, floor, wall and ceiling treatment.

Departmental or decentralized library quarters - centrally located in relation to group for whom intended?

Describe internal appearance as above.

Intentions for future. Improvement of quarters; expansion of quarters.

Is equipment in use? Did interviewer actually observe projectors and other equipment being used by teachers and/or students? Describe.

Personnel

Did interviewer feel personnel was preoccupied with unimportant details? Did they place emphasis on the important?

Does librarian feel he has adequate staff? Does he feel he has the understanding and support of the administration?

If librarian could have three wishes for the library, what would they be in order of importance?

Collections

Books: Library has the following finding tools:

Children's Catalog - latest edition ☒ /

Standard Catalog for High School Libraries ☒ /

Other \_\_\_\_\_

List copyright dates of a random selection of five of the Science section:

\_\_\_\_\_

Program

Class visits: Scheduled only ☒ / Voluntary only ☒ /

Scheduled and Voluntary ☒ /

Did interviewer observe class group work in library in any of the following program activities? Comment

Story hour

Book reporting

Lesson in use of reference books

Educational films

Other \_\_\_\_\_

Individual students may come to library for any purpose.

Did interviewer actually observe individual students coming in? How many? For what purpose?

Did interviewer actually observe faculty members coming in? How many? For what purpose?

Old _____	New
Furniture	
Low quality _____	High Quality
Furniture	
Messy _____	Neat
Shelving	
Dark _____	Well lit
Appearance	
Obsolete _____	Modern
Age of Equipment	
Poor _____	Good
Condition of Equipment	

## APPENDIX B

BOOKLIST

Library has the following titles of juvenile fiction:

1. Alcott, L., Little Women.
2. Appleton, Victor II, Tom Swift, Jr.
3. Barrie, Peter Pan.
4. Boyleston, Helen, Sue Barton, Student Nurse.
5. Brink, Caddie Woodlawn.
6. Burroughs, Edgar Rice, Tarzan.
7. Carroll, Alice's Adventures in Wonderland.
8. Carroll, Ruth, Where's the Kitty?
9. Carroll, Ruth, Where's the Bunny?
10. Cleary, Beverly, Fifteen.
11. Collodi, Carlo, The Adventures of Pinocchio.
12. Defoe, Robinson Crusoe.
13. Dixon, Franklin W., The Hardy Boys.
14. Eastman, P.D., Sam the Firefly.
15. Estes, Eleanor, The Moffats.
16. Ets, Marie Hall, Play With Me.
17. Fenner, Carol, Tigers in the Cellar.
18. Garis, Howard, Uncle Wiggly.
19. Gates, Doris, Blue Willow.
20. Heuey, Marguerite, Misty of Chincoteague.
21. Hicock, Lorena, The Story of Helen Keller.
22. Hitte, Kathryn, Lost and Found.
23. Holling, G., Paddle-to-the-Sea.
24. Hope, Laura Lee, Bobbsey Twins.
25. Hope, Laura Lee, Bunny Brown and His Sister Sue.

26. Irving, Washington, Rip Van Winkle.
27. Keene, Carolyn, Nancy Drew.
28. Knight, Eric, Lassie, Come Home.
29. Lofting, Hugh, The Story of Doctor Dolittle.
30. London, Jack, The Call of the Wild
31. Mason, Miriam E., Caroline and Her Kettle Named Maud.
32. Montgomery, L.M., Anne of Green Gables.
33. Nordlie, Ruth, A Dog for Susie.
34. Perkins, Lucy F., The Colonial Twins of Virginia.
35. Porter, Eleanor, Pollyanna.
36. Rey, H. A., See the Circus.
37. Sawyer, Ruth, Roller Skates
38. Seredy, Kate, The Good Master.
39. Spyri, Johanna, Heidi.
40. Stevenson, Robert L., Treasure Island.
41. Taylor, Sydney, All of a Kind Family.
42. Travers, P.L., Mary Poppins.
43. Twain, Mark, Adventures of Tom Sawyer.
44. Wilder, Laura, Little House in the Big Woods.
45. Wiggin, Kate, Mother Carey's Chickens.
46. Woolley, Catherine, Ginnie and the New Girl.

#### EASY BOOKS

1. Anderson, C.W., Billy and Blaze.
2. Anglund, Joan W., Love is a Special Way of Feeling.
3. Bemelmans, Ludwig, Madeline.
4. Bemelmans, Ludwig, Madeline's Rescue.

5. Bright, Robert, Georgie.
6. Buckley, Helen, E., Grandfather and I.
7. Flack, Marjorie, Ask Mr. Bear.
8. Freeman, Don, Beady Bear.
9. Gag, Wanda, The ABC Bunny.
10. Heyward, Du Bose, The Country Bunny and the Little Golden Shoes.
11. Langstaff, John, Over in the Meadow.
12. Lenski, Lois, Papa Small.
13. McCloskey, Robert, Make Way for Ducklings.
14. Minarik, Else, Little Bear.
15. Munari, Bruno, Who's There? Open the Door!
16. Newberry, Clare T., Marshmallow.
17. Potter, Beatrix, The Tale of Peter Rabbit.
18. Rey, H.A., Curious George.
19. Seuss, Dr., And to Think I Saw It on Mulberry Street.
20. Slobodkina, Esphyn, Caps for Sale.
21. Yella, Two Little Bears.
22. Zolotow, Charlotte, One Step, Two....

NEW BOOKS - (1964)

1. Daly, Maureen, The Ginger Horse.
2. Eastman, P.D., The Cat in the Hat.
3. Freeman, Don, Dandelion.
4. Keats, Ezra, Whistle for Willie.
5. Lionni, Leo, Tico of the Golden Wings.
6. Wohl, Jon, Hello, Elephant.
7. Wood, James P., The Life and Words of John F. Kennedy.



APPENDIX C

Three Wishes for the Library

Trained Librarians

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1. Adequate quarters (meeting or surpassing all ALA Standards). XXXXXX
2. More adequate budgets for all items. XXXXXX
3. Clerical help - to release librarian's time for professional work. XXXXX
4. Have planned field trips to public and other surrounding libraries so that students will go out equipped to use libraries during their adult lives. XXX
5. Work in library full time. XX
6. Get collections and catalog better organized. XX
7. Have library open and accessible at all times (evenings, Saturdays, and Sundays). X
8. Improve library's floor arrangement for better visual supervision and improved flow of traffic and work. X
9. Permanent professional assistant for extending and improving all professional services to students, faculty and student teachers. X
10. Have time to do storytelling. X
11. Refused to answer. X

Untrained Personnel

1. Get adequate book budget. X
2. Get trained librarian full time. X
3. Centralize library. X
4. Wished "more picture books" were published. X
5. No wishes. Thinks the library is perfect. X

Responses to the Checklist question regarding the staff's wishes for their library in order of importance.